



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **RECENT POLICIES FOR DEMOCRATIC CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS AND CLASSIFICATION**

**DELIVERABLE 1.1**

## Table of Contents

TABLE OF CONTENTS	1
EXECUTIVE SUMMARY	2
INTRODUCTION	4
1. The CITIZED project	5
1.1 Purpose of the Project	5
1.2 Target groups and needs to be addressed	5
1.3 Expected outcomes and innovative elements of the project	6
1.4 Project structure	7
1.5 Current status of project implementation	7
1.6 Research methods	8
2. National reports	10
2.1 Introduction to the National Reports	10
2.2 Reports summary	11
2.3 First outstanding results	18
2.4 Introduction to 1.2: Case studies proposals	19
3. Case studies reports	22
3.1 Introduction to the case studies reports	22
3.2 Case studies reports summary	22
3.4 Identified challenges	27
4. Integration Workshop	28
4.1. Objectives and participants	28
4.2 Plenary session 1: brainstorming on Citizenship Education	28
4.3 Groups session 1: How to tackle challenges?	30
4.4. Plenary session 2 - Reference Framework of Competences for Democratic Culture (RFCDC)	34
4.5 Groups session 2: RFCDC CLUSTERS OF COMPETENCES	35
Conclusion	38
ANNEX I – CITIZED ROADMAP	40
ANNEX II – National Reports	42
ANNEX III – Case studies reports	93
CITIZED project partners	156

## Executive summary

CITIZED (2020-2023) is a European-funded project whose final objective is to develop an innovative set of instruments that will help the widespread implementation of citizenship education in European education systems. It has the ambition to become an effective catalyst of a multiplication process based on teachers' capacity building and empowerment and schools' commitment, by filling existing implementation gaps between policy statements and daily practice in the schools. Throughout the project, the following specific objectives will be addressed:

1. Reviewing, analysing, comparing and classifying existing policy approaches to the development of citizenship education, pointing out what works where and at what conditions, thus identifying inhibiting and enhancing factors in the different contexts;
2. Proposing and testing self-assessment and self-reflection instruments and training modules enabling future teachers and in-service teachers to implement effective learning strategies, adequate to develop the set of pupils/students competences related to democratic citizenship;
3. Developing a collaborative open platform and giving access to good practice examples and methodological instruments for schools implementing "whole school" citizenship education projects;
4. Maximising the impact of the project activities in terms of support to large-scale implementation of the validated good practices.

The CITIZED project develops an innovative set of instruments that will help the widespread implementation of citizenship education in European education systems; these instruments aim to be complementary and strengthen the impact of the already developed set of instruments produced by the Council of Europe and the European Union. The concrete project's outcomes will be:

1. A critical review of recent national policies in the field of citizenship education, including a classification of the most frequent measures and the identification of the most relevant policy challenges: this is the content of the present document, now delivered in its first version and subject to a review in a later phase of the project.
2. A stakeholders-validated competence framework for teachers intervening in the field of citizenship education, building on a review of existing models in this field, and an operational model for a European qualification for teachers mostly specialising in this domain;
3. A toolkit for schools engaging to become members of the Democratic Schools Network;
4. A set of 5 transnational Policy workshops (MT, IT, BE, AT, FR) to maximise the dissemination of the project outcomes and the creation of an effective policy impact across EU Member States.

CITIZED is currently at the end of its first phase - *Policy Review, Analysis and Classification* -, during which each partner (1) conducted desk research covering a specific country/organisation; (2) deepened the research by focusing on a specific case study. The analysis led to the identification of some first key issues to be taken in consideration in relation to citizenship education:

- Definitions/meaning of citizenship education (in relation to CITIZED).
- Relation between citizenship education and youth participation
- Political dynamics and civic education
- Relation between national identity and citizenship education
- Relation between citizenship education and Covid-19

At the same time, 6 main policy challenges to citizenship education were identified by CITIZED partners and addressed by partners and stakeholders during an Integration Workshop in April 2021:

The first three challenges are more related to a political dimension:

1. **Bring citizenship education into the agenda** (agenda of policy makers, general public, teachers, parents and students)
2. **From good purposes to good implementation**: although they often come from good ideas, they may lack resources, cooperation, capacity building, monitoring, evaluation.
3. **National/European frameworks vs bottom-up initiatives (informal and non-formal learning)**; For example, although the Council of Europe created a reference framework of competence for citizenship education, it is very difficult to bring it into the practice of school education.

The last three challenges are related to the implementation of policies.

4. **Teachers' training: from citizenship education contents to citizenship education skills, attitudes and values**. It is often done on the basis of content and knowledge. However, the most effective citizenship education needs less knowledge and more cooperation and dialogical activities.
5. **Tackling controversial issues**: like migration or decolonization. Citizenship education includes in general many sensitive topics.
6. **Assessing students' learning outcomes**. Citizenship education is often not assessed. In the cases in which there is an evaluation, it is often promoted in a traditional way, without taking in consideration different forms of assessment, which are not based on the acquisition of knowledge.

During the Workshop, partners and stakeholders also analysed the RFCDC and identified the following key clusters of competences in teachers' trainings:

- Respect, self-reflection, critical thinking, openness to different perspectives.
- Stem vs humanities, competences are related to challenges.
- Importance of values, confidence in teaching citizenship education.
- Civic mindedness, cultural otherness, dialogue-based methods.
- Responsibility, empathy, adaptability of the model.

The research, the resulting reports and the Integration Workshop allowed to frame an initial draft of the suggestions related to the main challenges, which will be further elaborated and transformed into recommendations for the different categories of actors involved.

## Introduction

The present Deliverable 1.1 - *Recent policies for democratic citizenship education: a comparative analysis and classification* represents the result of the work produced by CITIZED partners during the first phase of the project: **Policy Review, Analysis and Classification**.

The document is structured as follows: the first chapter explains the purpose of the CITIZED project, the target groups it addresses, its expected outcomes and the project structure. It also outlines the state-of-the-art of the project, explaining the research methods used to conduct the research.

Chapter 2 covers the first activity of the project desk research covering international and national policies. The chapter encloses a summary of the reports covering national policies surrounding Citizenship Education. It then explains the key issues that emerged in the reports and the SWOT analysis that the partners developed. In the final section, case studies proposals are introduced.

Chapter 3 gives an overview of the work produced by partners for the research on the case studies related to the countries where the partners are based. In this chapter, short summaries of the case studies are presented. Then, it outlines the six policy challenges identified by the partners.

Chapter 4 presents the Integration Workshop, which took place in mid-April and also included relevant stakeholders from the analysed countries. The chapter firstly addresses the purpose and the participants of the Integration Workshop. It then gives an overview of the activities which took place during the Workshop: two plenary sessions and two group activities sessions, also addressing the Council of Europe's Reference Framework of Competences for Democratic Culture.

As a conclusion, a first draft of the suggestions to tackle the challenges to citizenship education is designed.

The Deliverable includes three annexes. The first annex consists of a Roadmap which includes suggestions to tackle some policy challenges identified throughout the project at different societal level. Annex II and III include all the reports produced by CITIZED partners.

## 1. The CITIZED project

### 1.1 Purpose of the Project

Re-balancing the aims of education from a strict focus on employability towards the capacity of critical thinking and playing an active citizenship role in modern democracies has become a priority recognised by researchers, policy makers and education stakeholders. The Paris declaration of the European Commission and the articulated activity of the Council of Europe in this field (Reference Framework of Competences for Democratic Citizenship – RFCDC, Democratic Schools Network, Education Policy Advisors Network), the OECD new focus on Transformation Competences and the attention paid to the United Nations Sustainable Development Goals are all indicators that education policy is willing to correct the almost obsessive trend on employability as only concern of education.

However, the different policy initiatives are still far from producing the desired effect on the daily activities of teachers and schools. Frequently, the need to implement the new priorities clashes with consolidated practice and the limited competences of most teachers in this field. Against this background, CITIZED has the ambition to become an effective catalyst of a multiplication process based on teachers' capacity building and empowerment and schools' commitment, by filling existing implementation gaps between policy statements and daily practice in the schools and by suggesting policy improvements. The ultimate desired impact of the project is to drastically increase and improve citizenship education in European Secondary Schools, to the benefit of all students, and particularly of those who, for any reason, risk to be discriminated against or socially excluded.

The CITIZED project aims to support educational policies directed towards enhancing the acquisition of social and civic competences by addressing the following operational objectives:

1. Reviewing, analysing, comparing and classifying existing policy approaches to the development of citizenship education (with a specific reference to how teachers and schools are prepared and supported to implement the respective policies), pointing out what works where and at under which conditions, thus identifying inhibiting and enhancing factors in the different contexts;
2. Proposing and testing self-assessment instruments and training modules enabling future teachers and in-service teachers to implement effective learning strategies, adequate to develop the set of pupils/student's competences related to democratic citizenship: this will be done by using the work of the Council of Europe as a reference for context-based national and local strategies;
3. Developing a collaborative open platform and giving access to good practice examples and methodological instruments for schools implementing "whole school" citizenship education projects; also in this case a key reference will be the "Democratic Schools Network" approach;
4. Maximising the impact of the project activities in terms of support to inform large scale implementation of the validated good practices.

### 1.2 Target groups and needs to be addressed

The project addresses four categories of target groups:

1. **Policy makers and other stakeholders participating in the policy making process at the different institutional levels:** people that are in charge of transferring high level policy priorities into clear measures and action lines to implement these priorities, in our case democratic citizenship education

- revisited in times of digital, demographic and intercultural transformation of European societies and education systems;
2. **Teachers' training organisations**, facing the challenge of supporting the qualification of teachers to develop a new set of competences for the learning population, as required by policy developments, with specific reference to the Reference Framework of Competences for Democratic Citizenship (Council of Europe).
  3. **School teachers**, who may well use the RFCDC as a reference in terms of learning outcomes to be achieved by students, but still need specific competences on learning strategies and assessed examples of effective practices in order to achieve these outcomes: knowing where to arrive does not immediately tell how to get there.
  4. **Schools as organisations**, which may need criteria and collaborative platforms to develop their specific and contextualized implementation plans, compare approaches and results with other schools and learn from one another.

The needs that are mentioned above have been put in evidence by the NECE-CoE working group on the RFCDC and by the UPPER project in Erasmus Plus: both initiatives have worked with the four categories of target groups and have identified the following aspects of intervention:

1. A wide variety of initiatives and good practices, some properly analysed and rigorously evaluated by showing evidence of their positive outcomes have difficulties in being transferred in other contexts and in scaling up;
2. A high frequency of isolated practices led by enthusiastic teachers with the support of local NGOs, do not really involve the whole school and do not receive support by the education system itself;
3. A variety of Competence Frameworks developed by several initiatives, none of which being steadily implemented by national education systems or Teachers training institutions;
4. A recurring claim, by teachers and their organisations, for specific support and capacity building to face the new situations (e.g. cyberbullying, intercultural classroom, exposure to violent radicalisation and fake news, etc.) that they have to face without a specific training and/or support.

### **1.3 Expected outcomes and innovative elements of the project**

The CITIZED project will develop an innovative set of instruments that will help the widespread implementation of citizenship education in European education systems; these instruments aim to be complementary and strengthen the impact of the already developed set of instruments produced by the Council of Europe and the European Union.

The concrete outcomes of the project will be:

1. A critical review of recent curricula and national policies in the field of citizenship education, including a classification of the most frequent measures (e.g. curriculum innovation, methodological innovation, extra-school and extracurricular activities, professional development and initial (and in-service) training of teachers, community services for students, project work on SDG, etc);
2. A stakeholders-validated competence framework for teachers intervening in the field of citizenship education, building on a review of existing models in this field, and an operational model for a European qualification for teachers mostly specialising in this domain;
3. A toolkit for schools engaging to become members of the Democratic Schools Network;
4. A set of 5 transnational Policy workshops (MT, IT, BE, AT, FR) to maximise the dissemination of the project outcomes and the creation of an effective policy impact across EU Member States.

The innovation approach proposed by this project is not based on the generation of something absolutely unprecedented in its content, but on the following outcomes:

- Integration of existing elements, coming from existing policy initiatives and previous projects on the same theme, but also development of “missing elements” that will facilitate policy implementation
- Process innovation, by bringing the issue of teachers training for democratic citizenship competences in a multi-stakeholder transnational debate involving policy makers, teacher training institutions, teachers and families and reviewing international good practices in view of its potential transferability;
- Co-creation of innovative instruments and approaches to contextualise existing models.

## **1.4 Project structure**

Being a policy support project, CITIZED started with a review, analysis, and classification of recent policies in the field of citizenship education: specific aims, cultural characterisation, articulation and funding strategies, definition and implementation processes, impact on curricula, etc. Once the European picture has been explored, the project will develop, through a structured participatory process, taking place in 4 countries and at the European level, a competence framework for educators in the field of Citizenship Education. The framework will constitute the basis for the development of self-assessment tools for teachers, but also of the validation of experiential learning outcomes, of training modules for in-service teachers and curriculum development for future teachers that will be proposed and validated in the following phase.

Based on best practices reviewed as part of the first phase of the project and of the Democratic Schools Network principles, a toolkit for schools which will commit to a “whole school approach” to improve citizenship education with the collaboration of all internal and external relevant stakeholders will be developed and tested. It will include self-assessment tools for schools, examples of effective teaching/learning and organisational strategies, guidelines for the involvement of local stakeholders in school improvement projects, etc.

The effort of the project will also be directed towards the achievement of a significant impact on education policies at the different institutional levels: 4 policy workshops in the countries where partners are based will be organised, and a final conference will follow, summarising the main policy recommendations emerging from the analysis, development, and validation work.

Project management, evaluation and dissemination will be developed from the beginning to the end of the project as transversal activities, integrating the specific design and development activities and guaranteeing an overall coherence of approach for the whole project.

## **1.5 Current status of project implementation**

The present report “*Recent policies for democratic citizenship education: a comparative analysis and classification*” represents the result of the analysis and case studies collection conducted during the first phase **Policy Review, Analysis and Classification**, during which the partners (1) conducted desk research covering a specific country/organisation; (2) deepened the research by focusing on a specific case study. This phase included the following activities:

- **Desk research** covering international and national policies;
- **Case studies** related to the countries where the partners are based;
- **Integration workshop**, in which results were analysed and a classification of policy challenges was proposed in collaboration with stakeholders’ representatives;

- **Report writing.**

Before conducting the research, partners agreed upon the main elements to consider of the policies and initiatives examined:

1. Specific aims and rationale;
2. Orientation and main contents proposed;
3. Reference to European/international frameworks (COE, EU, UNESCO, UN SDG, OECD Education 3030);
4. References to European/global citizenship and cultural diversity;
5. Reference to individual and human rights;
6. Implementation strategies and funding provision;
7. Measures and approaches to monitor implementation and to assess results;
8. Impact on curricula organisation and learning methods;
9. Provisions for the support to schools and the training/qualification of teachers.

The focus of the analysis was on the identification of the measures to qualify future and active teachers not only on the frameworks representing the desired learning outcomes for children/students of the different age ranges, but also on the methods – if any – through which the “professional” teaching and learning support competences necessary to implement the policy priorities in the daily classroom activity are offered to teachers.

Throughout the first phase of the project, 8 online meetings took place: a Pre-Kick-Off Meeting (November 2020), two Operational Meeting (December 2020 and February 2021), the Kick-Off Meeting (January 2021), a Monitoring Meeting (March 2021), an Internal Meeting (April 2021), and an Integration Workshop (April 2021) which also included the participation of relevant stakeholders. In the following paragraph, the research methods that partners implemented to conduct the analysis will be presented.

## **1.6 Research methods**

Before conducting the actual research, partners agreed upon some key aspects:

### **1) Definition of Citizenship Education**

At first, some basic linkages between CE, civic education, peace education and global citizenship education were identified. Following a debate with all partners, it was agreed that CE includes many other concepts, such as: digital citizenship education, human rights education, European citizenship education.



## 2) Policies scope

Partners decided to cover different policies' scopes prioritising those policies including teachers' training. Other policies to cover were: policies generically directed to students and citizens and which include tools for teachers; policies which renew or reintroduce in schools civic/citizenship or similar education curriculum; policies supporting the development of the "whole school approach" rather than simply supporting pilot experiences; policies including partnerships, both at the local community level or at the international level; finally, all sorts of initiatives regarding citizenship education.



## 3) Levels and time period

The levels, the time period and the country coverage of the analysis were also debated:

- Levels: it was agreed that the desk research could be conducted at different levels: international, national, regional, local, NGOs initiatives and bottom-up practices which can inspire policies.
- Time period: it was unanimously agreed to start the analysis from 2015 in order to look at all the developments following the Paris Declaration.

## 2. National reports

### 2.1 Introduction to the National Reports

In regard to T1.1, which concerned the study of national policies, partners decided to cover the following countries/organisations:

Partner	Countries/organisations covered
IIHL	Italy and Belgium
FREREF	France (informal learning)
UCA	France (formal learning) and Spain
MFED	Malta
LdM	Austria
Vienna Forum/ <i>polis</i>	Council of Europe and Germany
OBESSU	European Union

To conduct the research, partners made use of qualitative research methods and desk research. Both primary and secondary sources were used in most of the reports:

- Primary sources: law texts, radio interviews, official documents, institutional websites, telephone interviews
- Secondary sources: scientific literature, scientific articles, newspapers articles and online articles were also referred to in conducting the research.

Some of the common points that emerged throughout the research are that the teaching of Citizenship Education is present in all the national education systems analysed, even though it is understood differently depending on the context. For example, while in Italy the teaching of CE is intended as the teaching of civic education (although it also includes digital citizenship and sustainable development axes together with the classic “institutional” one), in France it is mainly linked to the teaching for the values of the Republic, religious issues and secularism, whereas in Germany, Citizenship Education has the same constitutional status as religious Education. Some countries have a broad understanding of Citizenship Education, which includes intercultural learning, human rights education and democratic school governance, others still have a narrower understanding focussing on values of the republic and institutions.

In the majority of the national education systems analysed, the teaching of CE often remains a marginal subject, lacking financial resources and time. In some cases, it is not even assessed and it often depends on the good will of an individual teacher. Similarly, teacher training is often under-funded and mainly knowledge based.

The research also highlighted that the teaching of CE is already competences-oriented in some countries, as promoted by the Council of Europe through the “Reference Framework of Competences for Democratic Culture” and by the EU with the “Key Competences Framework.

Citizenship Education is often transdisciplinary in formal education, but with a predominance of the historical perspective in Austria and France, of Philosophy in Belgium, and of legal and economic disciplines in Italy.

Citizenship education is considered as a highly political topic and its implementation by national policy is subject to debate in all countries.

The following paragraph sums-up the main findings of each report.

## **2.2 Reports summary**

### **Austria – LDM**

In Austria there is no clear consensus on terminology surrounding citizenship education: some Austrian experts translate “Politische Bildung” with “Civic Education”, while some others with “Political Education” (literal translation). The debate on terminology remains open.

Citizenship education in Austria is taught in a competence-oriented way. It is taught as a subject on its own and as a crosscutting educational principle that was already installed in the 1970ies and renewed in 2015. Austria advocates a broad concept and understanding of citizenship education, which includes global citizenship education, democratic education and overlaps with other cross-curricular educational principles like diversity education, human rights education, peace education, intercultural education.

Austrian main policies development in the field of Citizenship Education are:

- Educational principle of citizenship education, Policy Statement (2015)
- General Ordinance on Intercultural Education (2017)

Citizenship education is taught as a subject, but also as a crosscutting issue that has to be addressed by all teachers at all school levels and types. In order to be able to teach citizenship education as part of the subject History and Civic Education in secondary school, the completion of the university teacher training program History, Social Studies and Citizenship Education is required.

With the electoral law reform of 2007, the active voting age in Austria was lowered to 16 and the passive voting age to 18. This development has had a significant impact on citizenship education and strengthened the topic in the compulsory schools: A curriculum reform introduced citizenship education from grade 6 onwards instead of grade 8 until then. The electoral reform thus set a milestone in better mainstreaming the issue. The aim now is to start citizenship education as early as possible.

### **Spain - UCA**

The Spanish compulsory education sector is structured as follows: primary and lower secondary education. There is also pre-primary education, upper secondary education (Bachillerato), vocational training, adult education, specialised education, and university education. It is ruled by the 2013 Education Act on the Improvement of the Quality of Education, which modified the 2006 Education Act. In Spain education to citizenship includes interventions to prevent school dropout and marginalization within education.

### **2006 Education Act**

Education for Citizenship aimed to promote the development of free and upright people through the consolidation of self-esteem, personal dignity, freedom and responsibility and the training of future citizens with their own criteria, respectful, participatory, and supportive, that they know their rights, assume their duties and develop civic habits so that they can exercise their citizenship effectively and responsibly. The subject complied with a recommendation of the Council of Europe in 2002, which stated that education for democratic citizenship was essential for the main mission of the Council. It recommended that the governments of the member states make education for democratic citizenship a priority objective of educational policies and reforms. The introduction of Education for Citizenship aroused a notorious suspicion

among conservative Spanish sectors because they understood that the State assumed the moral education of individuals. The Catholics opposed it, arguing it was totalitarian. On their side, the right-wing political parties accused that the left wing aimed to shape the consciences of the children. It was argued that it was intended to deprive parents of the right to decide the moral education for their children.

### 2013 Education Act

The 2013 Education Act's objectives are to reduce school dropout, to improve academic achievement and to comply with international standards as well as to improve employability and stimulate the entrepreneurial spirit of students. In primary education students must choose between religious education and ethical education which means that students who opt for religious education do not benefit from a common democratic ethical/civic training. However, civic education is introduced as a transversal subject and the preamble of the Act, stresses that the preparation for active citizenship and the learning of social and civic competences are to be included in all the subjects throughout the learning process.

### France – UCA and FREREF

- **Formal Education (UCA)**

In France, the introduction of citizenship education in the curriculum traces back to the 60. Its introduction is largely explained by the deleterious societal context that the country has been going through for several years: the problems of integration of immigrant populations in the 1960s, the economic crisis and the rising unemployment rate in the 1970s and 1980s, and the development of urban violence and delinquency in the 1980s. In addition, the terrorist attacks that have hit France (most recently in Nice in 2020) have created a strong sense of insecurity among citizens. It is in this context that the importance of implementing a pedagogy of secularism was reaffirmed. Thus, since September 2015, primary and secondary school pupils in France have "moral and civic education" on their timetable. The average teaching time allocated per year is one hour per week in primary school and one hour per fortnight in secondary school, or 300 hours over a school year. Citizenship education requires teacher training to work at two levels: at a theoretical level to get knowledge of the term citizenship through a historical and conceptual approach; at a practical level, which means putting teachers in a position to debate using different protocols. Teachers' trainings have been implemented since 2014. The number of hours is small, and it varies according to university.

In France, citizenship is strictly linked with religion and secularisation. Some universities have set up specific University diplomas on secularisation on education and promoting education to citizenships. The main political turn was in 2004 with the issue of the veil: it was forbidden to show any kind of visible religious signs. There was an attempt to introduce the same regulations concerning the wearing of visible religious belonging signs and more particularly in higher education, but the amendments were rejected on the 19<sup>th</sup> of January 2021.

Another important issue related to citizenship education in France is the cultural and identity dimension of national belonging. In France there is an extreme sensitivity to any behaviour suspected of being the spokesperson for any identity claim. This attitude has been reinforced since the "Grand débat sur l'identité nationale" (Big debate on national identity) promoted in 2009 by President Sarkozy. It was a debate / survey addressed to all institutions including schools, which questioned the idea of national French citizenship. The strong accent put on the identification with the republican values yielded a main perverse effect. The debate generated a deep questioning among many young people about the authenticity of their membership to the Nation and contributed to weaken this feeling. The category that felt the most targeted was that of young people from ethnic minorities, especially Muslims.

- **Informal education (FREREF)**

In France, formal and informal education both seized the issue of citizenship education at the broader meaning, mainly for the later, through the movement of “popular education”. Popular education can not be clearly defined and has various forms in France but also in other countries such as Latin America, that inspired one others. However, we are focusing in this report on the movements of popular education in France, which include various alternative education and pedagogical practices and theories related to philosophy, politics, sciences, sport, playful pedagogy, living-together (vivre-ensemble), lifelong learning, independent thinking, willingness and capacity to act (pouvoir d’agir) and popular culture.

The premise of “popular education” started in the XIXth century from various political movements (laïc republican; social christian; revolutionary workers) which each implemented a kind of popular education, mostly targeting young people. During the XXth century, the popular education movement was institutionalised through the format of “association” with the 1901 law. Associations could then ask for subventions from the State. The first “MJC” (Maison des Jeunes et de la Culture - House for Youth and Culture) appeared in 1948, issued from the Resistance movement. Since 1959, popular education has been under the authority of the Ministry of Youth and Sport. The institutionalisation of the popular education movement goes along with some depoliticization of the original approach. Nowadays many activities of popular education are related to the field of cultural and social animation.

National volunteering service “service civique” is a top-down policy created in 2010 and aiming at creating national cohesion and social mix. This policy is following the end of mandatory military service for young male French citizens. This volunteering can last from 6 to 24 months within NGOs or Foundations considered a “public utility”. The competences acquired during the civic service could be valorised within companies that willingly adhered to the Charta for the valorisation and sensitization to civil services within companies ([la Charte d'engagement pour la valorisation et la promotion du Service Civique en entreprise](#)). Volunteers can also turn to the Institute for engagement (Institut de l’Engagement – valorisons les parcours civiques) to be accompanied in elaborating their professional project (and sometimes get financial support, contact with professionals and mentoring).

Other initiatives related to volunteering can be apprehended in the global set of bottom-up and NGOs initiatives such as mentorship, tutorship, voluntary participation in work camp etc. All these initiatives share more or less the same aim to foster solidarity and belonging feelings, and to develop social and civic competences such as intercultural understanding and engagement for the community.

### **Belgium – IHL**

Citizenship education in the Wallonia-Brussels Federation is understood as education both in the capacity to live together harmoniously in society and in the capacity to develop both as a person and as a citizen, subject of rights, and of duties, free, responsible, united, autonomous, inserted in society and capable of critical thinking and philosophical questioning. It includes issues related to the management of the “city” but also related to philosophical and ethical topics. Citizenship education also includes:

- Well-being education (emotional relationships and the acquisition of preventive behaviours in terms of health and safety for oneself and others)
- Sustainable development (education for sustainable development and lifestyles)
- Human rights, gender equality, promotion of a culture of peace and non-violence
- Global citizenship
- Appreciation of cultural diversity

The Government has currently instituted an online platform where many resources on citizenship education are available. (<http://www.enseignement.be/index.php?page=0&navi=4033>)

### **Main policy on citizenship education:**

- **October 2015:** The Government of the Wallonia-Brussels Federation approved the introduction in compulsory public education institutions of a new teaching course entitled **“Philosophy and Citizenship”** (philosophie et citoyenneté).
- **July 2016:** the teaching was officially introduced by a **Decree** entitled “Décret relatif à la mise en œuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire”. The Course has been implemented at primary level from September 2016 and at secondary level from September 2017. ([https://www.gallilex.cfwb.be/document/pdf/42840\\_000.pdf](https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf)). The Decree introduces a **compulsory hour of philosophy and citizenship education in official education. Students can opt for an additional hour of philosophy and citizenship education by choosing it instead of the course on religion and secular morals.** This course becomes optional and is reduced to one hour of lessons per week (<https://ligue-enseignement.be/philosophie-et-citoyennete-a-lecole-de-la-democratie/>). The main objective of the course is the **development of students’ knowledge and competences in relation to philosophy, citizenship, and democracy education.** The decree gives provisions on the curriculum, teachers training and professional development.
- **Teachers materials and training:** Until 2020, teachers in charge of this course should have at least a **bachelor’s degree and a training on “neutrality” of 24 hours** provided by the “enseignement de Promotion sociale”. After 2020, they must have passed a **certificate in didactics from philosophy and citizenship.** Right after the introduction of the law, priority was given to teachers of ethics and religion who lost course hours due to the reform. In order to teach the course Philosophy and Citizenship teachers are provided with a **guide.**

### **Germany – Vienna Forum/polis**

Citizenship education in Germany is organized on a federal basis. Since the federal states are responsible for education in Germany, there is no uniform picture, neither for the curricula, nor for the subject titles and the number of hours that are provided for the subject, nor for teacher training. This also applies to citizenship education.

Citizenship education is one of the young school subjects. It was only created after the Second World War.

A German speciality: citizenship education is enshrined in the federal constitution. There are two school subjects with “constitutional status”, which means that these subjects are largely protected from being abolished or fundamentally changed: (1) religious education, (2) the educational task of "citizenship education".

German history is also reflected in the history of a very important actor in civic education, the Federal Agency for Civic Education ([www.bpb.de](http://www.bpb.de)). It was founded in 1952 as the "Bundeszentrale für Heimatdienst" (Federal Agency for “Homeland Service”), an institution that reports to the German Ministry of the Interior. In 1963 it received its current name and was renamed the Federal Agency for Civic Education. The institution should anchor the democratic idea in the population and counteract totalitarian aspirations.

In Germany there is a long tradition of discussion between democratic education and citizenship education. Due to the increasing right-wing extremism in German society – especially among young people – in the 1990s, the federal-state commission launched the „BLK program learning and living democracy“ in 2002, in which 13 federal states took part. Good examples of extensive democratic school practices have been established in around 130 schools. In 2005 the German Society for Democratic Education was founded, which aims to promote networking between relevant actors and strengthen democratic education. In 2009,

the German Conference of Education Ministers adopted a declaration on strengthening democratic education, which was updated in 2018. A specialist conference of the federal states took place in Potsdam. The program „Living Democracy!“ of the BMFSFJ has been promoting civil society projects that advocate for democracy, diversity and against misanthropy since 2015.

### **Italy - IHL**

In the Italian context, the debate concerning citizenship education has mainly focused on the teaching of civic education. The most recent policy development in the field of citizenship education is represented by Law No. 92 of 20th August 2019, entitled “Introduction of civic education teaching”. The law extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject. In the months following its approval, other documents were implemented: (1) the Ministerial Decree n. 35/2020 (June) “Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019” and its three annexes; (2) the Protocol n. 19479/2020 (July) “National Teacher Training Plan”. The most recent policy development in this field is a drafted decree of the Ministry entitled “School-territory collaborations for the implementation of extra-scholastic experiences of civic education”, approved on 21st December 2020. According to the Law, civic education teaching is shaped around three main thematic areas: Constitution; Sustainable Development; Digital Citizenship Education.

In Italy, civic education teaching is compulsory for both the first and the second cycles of education. Each course must include a mandatory minimum of 33 hours per year. In the first school cycle civic education is considered a transversal subject: there is no coordinator for civic education and each teacher is required to teach civic education. At the end of each semester, the team class will meet to assess each student’s work and commitment to the subject. For the second school cycle, civic education teaching is assigned to teachers authorized to teach legal and economic disciplines. In case there are no teachers qualified to teach these disciplines within the class council, civic education teaching will be assigned jointly to several teachers, competent for the different learning objectives/outcomes shared in the planning stage by the respective class councils. In both cases, each class must have a coordinating teacher.

The law comprises teachers training provisions with the National Teacher Training Plan (Prot. n. 19479/2020), approved in July 2020. Teacher trainings are organised as follows: training modules are addressed to the teacher in charge of coordinating civic education teaching (the so-called “coordinator”) and include 10 hours of training. After the training, the coordinator will organise a 30-hour training for the other teachers in charge of teaching civic education.

Main criticisms to the law:

1. The lack of funding for teachers training may result in inadequate teachers formation;
2. The hour/session for teaching civic education per week will be taken away from other subjects hours/session;
3. In some cases, the teaching of civic education would be entrusted to teachers of other subjects, which may lack the competence of teaching civic education;
4. The possible difficulty of coordination between teachers;
5. Although the introduction of civic education represents a step forward in the inclusion of Global Citizenship Education objectives in the Italian educational system, the path that led to the reintegration of civic education does not seem to have interacted in any way with the world of Global Citizenship Education. The introduction of this teaching looks like a parallel path to the one that Italian associations and national institutions have brought forth in recent years and which has resulted in the Italian Strategy for Education for Global Citizenship.

### **Malta – MFED**

The main orientations concerning active and participatory citizenship are clearly spelled out in the National Minimum Curriculum (NMC) (2000). The National Curriculum, as the official legal document for the school system in Malta, sets the development of citizens and a democratic environment as one of its key objectives. Responsible citizens are described as members of society who ‘acquire knowledge of the constitution [...] and of citizens’ rights and duties, exercise the skills of critical acumen and investigation, and develop attitudes of defence of democracy, respect for laws, and respect for the basic rights of all citizens’ (Objective 2, pp. 48-49). Knowledge, skills and attitudes nourishing education in citizenship provide the path towards the strengthening of civic values underpinning democratic life.

Principles and objectives in the National Curriculum reflect provisions in the 1988 Education Act, which sets the pace for the creation of democratic structures in schools and the fostering of core civic competencies and values. Objective 2 of the National Curriculum identifies those learning experiences through which pupils and students are enabled to:

- Acquire knowledge about the concept of democracy with reference to the meaning of democracy in the information age; the history of democracy; the history of parliamentary democracy in Malta; the constitution of Malta; democratic life in Malta, the country in general and particular localities; citizens’ rights and duties; Malta’s democratic institutions; modes of participation in the country’s democratic life; the emergence of interest groups; lobbying in a democratic contest.
- Develop skills in active participation in the classroom and school politics; critical acumen and investigation; discussion, engagement in dialogue, debate, organisation and group work; working in the community;
- To support attitudes of appreciation of the importance of a democratic environment; criticism of all that occurs within a democratic environment; defence of democracy within the country; respect for the country’s constitution and laws; respect for the country’s institutions and authorities at all levels; respect for the country’s cultural differences and diversity; respect for the basic rights of all citizens.

The subjects of Social studies and European studies are showing the way forward towards the inclusion of the European dimension across all syllabuses, which will also adopt a broader world view.

Social studies cover the following thematics: rights and obligations of EU citizens in the areas of work, leisure, welfare, consumer behaviour, politics, and the environment; nationalism and globalisation; national sovereignty and EU membership; Malta’s role and contribution to international organisations; the natural, historical and social environment in Malta and Europe; and knowledge about cultural diversity in Europe and its evaluation.

European studies deals with the following themes: the European convention for the protection of human rights and fundamental freedoms; the European social charter; the role and functions of the European court of human rights; the rise and evolution of the welfare state in Europe; the role and functioning of the Council of Europe, CSCE, EFTA, EEA and the Euro-Mediterranean Partnership; the interdependence of economic sectors; economic blocs and institutions; international communication in trade and economic affairs; e-commerce; the cultural heritage in Europe as it is manifested in inventions, innovations, languages and the arts; and cultural heritage as an expression of national identities.

### **Council of Europe – Vienna Forum/polis**

In 2017, the CoE launched a Reference Framework of Competences for Democratic Culture (RFCDC), which offers a systematic approach to designing the teaching, learning and assessment of competences needed for active participation in complex and diverse democratic societies (CoE, 2017, Vol. 1:11). The RFCDC is the flagship project of educational policy within the CoE. The framework has been developed in order to support policy makers and all other stakeholders in European educational systems to systematically focus on preparing learners to be active citizens. The ultimate goal of the framework is to ventilate democratic citizenship on the educational policy agenda and give it highest priority within educational systems. The centrepiece of the framework is a model of 20 competences that learners need to acquire in order to be able

to actively and effectively participate in all aspects of democratic processes in a society. In addition to the competence model, the framework offers a set of descriptors for each of these competences.

In this framework, CDC is not only a responsibility of specialized teachers, but of all teachers, regardless of the subject they teach. And they need to be trained and qualified beyond their subject area. Teacher education needs to provide teachers with the knowledge and tools to integrate CDC in their own teaching practice. More fundamentally, teachers need to develop a democratic professional ethos. In the last two years, a set of practice-oriented tools was developed in order to support the implementation of the RFCDC: The RFCDC Teacher Self-Reflection Tool; The RFCDC Portfolio; Descriptors for Young Learners.

An interesting recent development in the field is the installation of a Working Group on Training, created by the Steering Committee for Education Policy and Practice in March 2020. The Working Group has the mandate to support the strategy on implementing the Reference Framework of Competences for Democratic Culture (RFCDC) in the biennium 2020-2021.

In the field of digital citizenship, the Expert Group on Digital Citizenship Education created the Digital Citizenship Education Project with the aim to develop policy guidelines to further support national authorities in developing digital citizenship education policies. The most important results until now are the comprehensive Digital citizenship education handbook - Being Child in the Age of Technology and the Digital Citizenship Education Trainers Pack.

### **European Union – OBESSU**

Since the Paris Declaration in 2015, several policy documents have been produced and progress has been made in order to foster citizenship education at the EU level. Up to date, education is not an EU competence and the main instrument to promote citizenship education at large scale was the Erasmus+ programme, that will be renewed for the period 2021-2027, and that has as one of its main priorities to promote civic competences.

Main policy developments in the field of education:

- Key competences framework: this document is an update from the key competences framework set in 2006, in which Member States agree to promote and support the development of 8 key competences.
- European Education Area (EEA) in September 2020, the European Commission launched a communication to the other EU institutions to set the roadmap to an EEA by 2025. The six key pillars of the future EEA will be: quality, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education, and geopolitical dimension.
- Erasmus+ programme.
- Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching.

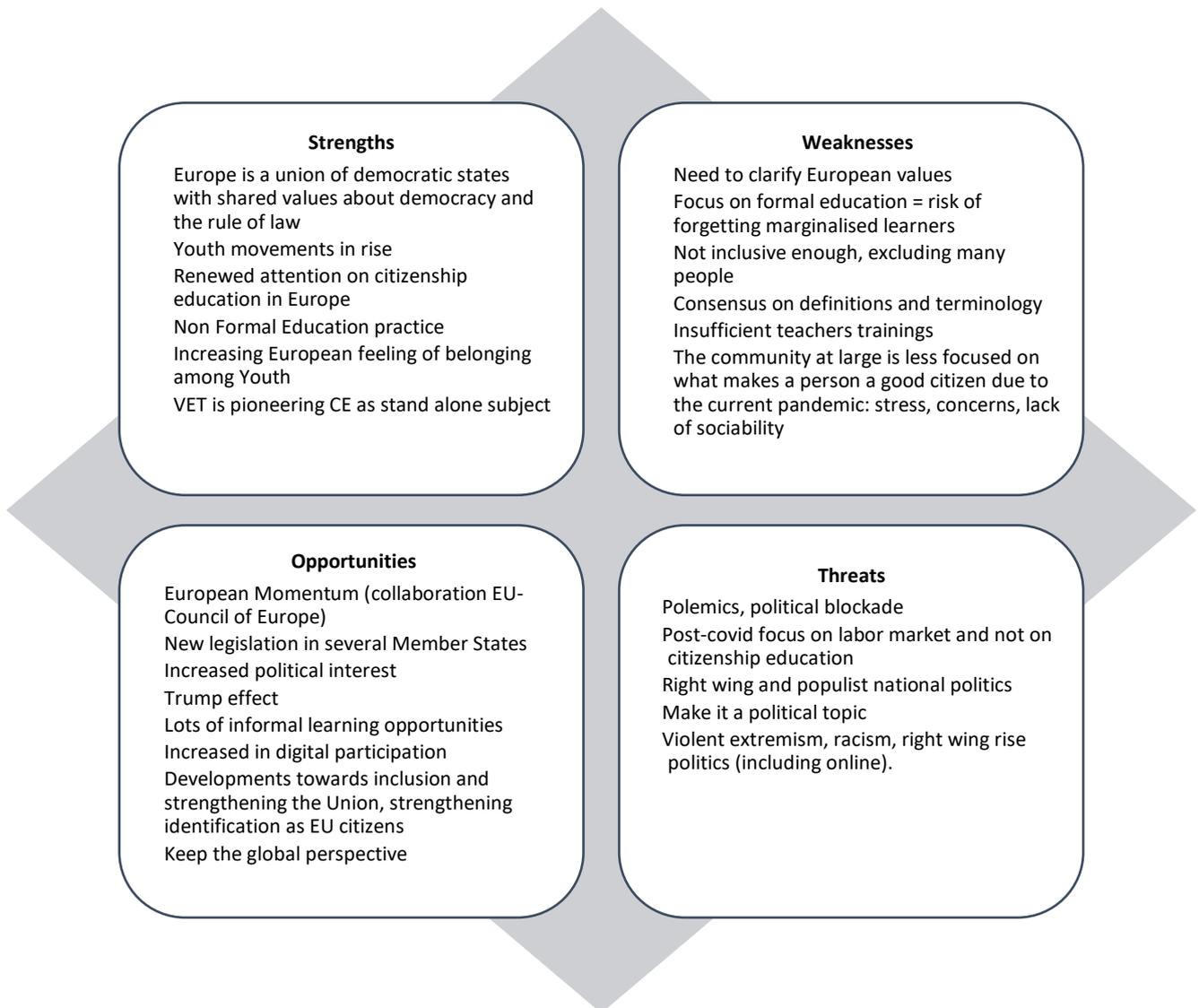
The debate on European citizenship education has increased its presence at EU level, moving towards more cohesion and harmonisation of policies among Member States. The main trends regarding the focuses of educational policies closely follow key political developments, such as: multiculturalism and intercultural dialogue responding to the so-called refugee crisis; critical thinking and media literacy as a response to fake news; common values due to the rise in populism and nationalism in Europe; and more lately sustainability, while the European Green Deal was put in place.

## **2.3 First outstanding results**

After the reports presentations, partners reflected upon some possible key issues that caught their attention in relation to the national policies researched:

- **Definitions/meaning of citizenship education (in relation to CITIZED).**
  - ... what is our vision of citizenship education – do we have to find a definition that is accepted by all partners?*
  - ...I think there is the need to reflect on how citizenship articulates with democratic education (not only in Germany)*
  - ...would like to discuss how this project would migrate into modern other types of citizenship (how will the projects address digital citizenship and global citizenship)*
  - ...would like to discuss how education for democracy and human rights education will feature in CITIZED*
- **Relation between citizenship education and youth participation**
  - ...would like to have an idea on how children are able to apply their citizen rights in school and how they are assessed on that*
  - ...would like to deepen the relation between democratic participation in schools/citizenships education in practice (youth participation, youth representation, youth council).*
- **Political dynamics and civic education**
  - ...would like to deepen the topic on acknowledgment of political influence on civic education topic.*
- **Relation between national identity and citizenship education**
  - I have found the approach to Citizen Education from France very exciting – the education on democracy and values for immigrants from former colonial states and the discussion about a National Identity and what that has to do with Citizenship Education*
- **Relation between citizenship education and Covid-19**
  - ...How are teachers adapting projects and initiative in the COVID-19 scenario?*

A SWOT (Strengths, Opportunities, Weaknesses and Threats) was also produced:



## **2.4 Introduction to 1.2: Case studies proposals**

During this first phase, partners identified some possible case studies to deepen in the following phase of CITIZED:

### **Austria – LdM**

- 1) VOX-MI: the project is WSA-oriented and it consists of an Austrian network of schools working with participation and democratic approaches. <https://www.voxmi.at/voxmi/english/>
- 2) The European Centre of Modern Languages (ECML) of the Council of Europe develops cooperative projects and materials for plurilingual education with respect to democratic values and equity in education. It also offers training programmes partly co-financed by the European Commission and aimed at all educational actors in its member states. The research could focus on how the centre works internationally and/or on specific training contents. <https://www.ecml.at>
- 3) Service Learning: Policies introduced the service-learning approach as an innovative and socially responsible teaching methodology in HE in Austria in 2017, on a national level. (Third Sector)
- 4) Open Mind: the Open Mind project will be analysed in WP3 and therefore it was decided not to analyse it as a case study.

**VOX-MI** was chosen as the case study for Austria.

### **France – UCA and FREREF**

- **Formal education (UCA):** Citizenship Passport: a booklet that children are supposed to have and fill with all the activities they take on from primary schools to secondary schools in the field of citizenship education.
- **Informal education (FREREF):** Afev, a French national association (NGO) which provides mentorship programmes.

Afev is a French national association (NGO) recognised of public utility since 1991. It was created originally by students and has now more than 200 employees working to support vulnerable children and children from disadvantaged backgrounds, and to provide educational support. Afev is acting on the field mainly through 3 programmes: Mentorship, civic service, and solidarity apartment-sharing. The mentorship programme involves students in a mentoring practice of younger pupils, not only to support pupils in doing their homework but also to support them in choosing their professional orientation and fostering personal development. Aims of the programme are to reduce social and educational inequalities, support equal access to education and especially to higher education, to support effective learning, orientation and well-being of pupils.

The programme targets children (from 5 to 18 years old) and especially vulnerable pupils (newly arrived children) and pupils from a disadvantaged background (with learning / schooling difficulties, from a socio-economical disadvantaged background etc.). In Afev Nice, the programme includes also VET pupils.

One of the most interesting elements of the Afev initiative is the way it contributes to the recognition and valorisation of competences from unformal and less-formal learning in the area of citizenship education. Mentoring students can indeed perform a self-evaluation of the competences acquired or developed according to the competence model developed by Afev that includes communication (oral, written, non-verbal communication; active listening, diplomacy), accompaniment (learning to learn, patience, transmission of knowledge and skills, generation of motivation and self-esteem), creativity (innovation, imagination, ability to project in the future, take initiatives), organisation (time management; decision-making; building of strategies; prioritisation; problem-solving), empathy (mediation, detachment and objectivity; adaptability), cultural “openness” (mutual learning; respect: tolerance; curiosity), and engagement (taking responsibilities, autonomy; reliability). The assessment of competences can be done on an online tool “REEC” (Reconnaissance de l’Engagement Etudiant et des Compétences – *Recognition of the student engagement and competences*) available for mentors, universities and Afev staff.

Afev also cooperate with universities to enable the valorisation of the mentorship experience and of the competences acquired during the mentorship programme. However, there is no unified process to recognize/ valorise it at the academic level. At UCA, there is an “engagement bonus” for students engaged in NGO activities. For being engaged in the mentorship programme, a student can obtain 0.25 points in addition to his/her average grade per semester if he/she was seriously engaged in the mentorship programme. This is a considerable incentive for students, as 0.25 points could positively impact their selection into learning/training paths.

### **Italy (IIHL)**

- 1) Teachers’ trainings plan
- 2) Civicattiva: teachers trainings programme on human rights education;

- 3) SafeSchool Network: a Network of schools working to promote citizenship education through dialogue and mediation in classes.
- 4) Montesole school of peace: peace education workshops and teachers training course on peace education.

The **Teachers Trainings Plan** and the **SafeSchool Network** were chosen as case studies.

#### **Malta (MFED)**

1. **Be Smart Online project:** the programme mainly focuses on digital citizenship. <https://www.besmartonline.org.mt/about>
2. **Drama:** cross-curricular subject taught in both primary and secondary schools. Civic education and human rights is taught during this course through the use of performing arts.
3. **Look, think and act:** project related to drug abuse.

The case study for MFED was **Drama**.

#### **European Union (OBESSU)**

The case study chosen for OBESSU was the [European Youth Together](#) Erasmus+ programme, which wants to foster European citizenship and social inclusion.

#### **Council of Europe (Vienna Forum/polis)**

The case study chosen in regard to the Council of Europe was the CoE **working group on training** of the CoE. The working group consists of a group of 15 people who are currently designing a course on teachers' trainings. It represents a peer-training program aimed to implement the RFCDC (Reference Framework of Competences for Democratic Culture).

## 3. Case studies reports

### 3.1 Case studies reports overview

The case studies reports produced by CITIZED partners were grouped by their origin and their scope (see table below).

		CASE STUDIES RESEARCH								
		CASE STUDIES ORIGIN			CASE STUDIES SCOPE					
		SYSTEMIC PUBLIC INITIATIVE	EXPERIMENTAL PUBLIC INITIATIVE	BOTTOM-UP	Teachers Training Initiatives	Students-addressed initiative including teachers trainings tools	Curriculum reform initiatives	WSA initiatives	Local partnerships initiatives	International partnerships initiatives
LdM	Austria			VOX-MI				x		
polis	CoE		Working Group on Training		x			x		
UCA	France	Citizenship Passport			x	x	x		x	
FREREF				Afev		x				
IIHL	Italy	Teachers training Plan			x					
IIHL				Safeschool Network	x					
MFED	Malta	Drama				x				
OBESSU	EU	European Youth Together				x				x

Even in this case, researchers carried out the research through qualitative methods by using both primary and secondary sources:

- Primary sources: interviews, institutional websites, official documents
- Secondary sources: books, books' chapters, newspaper articles, online articles materials, review of internal documents, review of communication materials.

The research conducted highlighted a wide variety of initiatives in the field of citizenship education:

- Four case studies were identified as systemic public initiatives: the Citizenship Passport, France; the Teachers' Training Plan, Italy; the Drama programme, Malta; the European Youth Together programme, the European Union.
- The Working Group on Training of the Council of Europe was analysed as an experimental public initiative
- Finally, three bottom-up initiatives were studied: voX-mi (Austria), Afev (France) and the SafeSchool Network (Italy).

In regard to the scopes of the various case studies, the majority of them also included Teachers' Training activities. The case studies reports are summarised below. The entire version of the country reports will be included in Annex I.

### 3.2 Case studies reports summary

#### Austria – LDM: voX-mi

VoXmi is an Austrian school network that has existed since 2009 and has been expanding ever since. Currently, 50 schools throughout Austria are active members. Primary schools, secondary schools and vocational schools are united by the goal of strengthening the plurilingualism of their pupils through a whole school approach. The acronym voXmi means "Learning and Experiencing Languages from and with Each Other". One of the main focus is to use digital media consciously and constructively for this purpose. The

motivation for founding the network was to contribute to a culture of peace and social cohesion among society by valuing and integrating all languages that children bring to school in a multilingual society. voXmi schools actively counter all forms of exclusion, racism and linguisticism and make human rights an issue.

Schools that join the network have cultivated an appreciative approach to multilingualism for years. Either they register themselves or are contacted by the regional voXmi coordinators and encouraged to make their motives for participation visible. voXmi binds the whole school (headmaster, staff, students, parents) and a voXmi local coordinator is designated in each school of the network. The school staff and the regional voXmi coordinators jointly consider to what extent relevant links to national and international reference documents can be identified and related to their proper school development processes. Hereby 4 voXmi main goals have been formulated to guide schools by taking appropriate measures and setting meaningful activities (these goals are currently being revised): (1) voXmi - schools recognize the equal value of all languages, perceive them as a treasure; (2) voXmi - schools provide a wide range of opportunities to learn languages from and with each other; (3) voXmi - schools implement language-aware/language-sensitive teaching in all subjects; (4) voXmi - schools use digital media for learning and expanding linguistic competencies, and for networking across (linguistic) borders.

### **France – UCA: Citizenship Passport**

The Citizenship Passport is a document of around thirty pages, including one version for primary schools and one for lower secondary schools. Its objective is to promote education for citizenship. The citizen passport is built around 7 themes: republican values, citizenship, freedom of expression, solidarity, the duty of remembrance, the environment, and sports / health. It proposes activities to be shared in the school and also within the family. The primary school passport was designed by the municipalities and the secondary school passport by the Conseils départementaux (the department administrative area). The objective of the Citizenship Passport is to promote learning about citizenship as a coherent whole, from primary to high school, so that students learn to become responsible and free citizens. Mainly school-based, this citizenship course must mobilize the entire educational community, which is responsible for its implementation. Through active pedagogy, one of the main challenges is to make students actors in the learning process so that they are empowered to find some meaning in the process and so that it is appealing to them.

### **France – FREREF: AFEV**

Afev is a French national association (NGO) recognised of public utility since 1991. It was created originally by students and has now more than 200 employees working to support vulnerable children and children from disadvantaged backgrounds, and to provide educational support. Afev is acting on the field mainly through 3 programmes: Mentorship, civic service, and solidarity apartment-sharing. In particular, the aims of the mentorship programme are to reduce social and educational inequalities, support equal access to education and especially to higher education, to support effective learning, orientation and well-being of pupils. The mentorship programme targets children (from 5 to 18 years old) and especially vulnerable pupils (newly arrived children) and pupils from a disadvantaged background (with learning/schooling difficulties, from a socio-economical disadvantaged background etc.). Mentors have different educational aim depending on the age: for young children from 5 to 7, mentorship focuses mainly on reading skills, from 8 to 11 years old, accompaniment focuses on the autonomy of the child, then for children in 4ème and 3ème (8<sup>th</sup> and 9<sup>th</sup> grade, end of lower secondary education in France) it mainly focuses on self-confidence, personal development and orientation. Mentorship programme can also be implemented for pupils in VET with the objective of preventing school drop-out and for newly arrived children with the objective to accompany in the discovery

of the host country society and culture. Mentors are provided with in-person and online trainings by local staff of Afev and they are followed by local staff regularly.

### **Italy – IIHL: National Teachers' Training plan**

The Protocol n. 19479/2020 (July) “National Teacher Training Plan” is part of the new legislation on the introduction of Civic Education Teaching in the Italian context. The plan followed the Law No. 92 of 20th August 2019, called “Introduction of civic education teaching”, which extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject; and the Ministerial Decree n. 35/2020 (June) “Guidelines for civic education teaching in accordance with art. 3 of Law No. 92/2019”, which specified the learning objectives of the teaching. In this framework civic education teaching is intended as the teaching of the Italian Constitution, the European Union institutions, legality principles, digital and active citizenship, environmental sustainability, topics surrounding health and well-being of the person (art. 1, 2, 92/2019).

According to the National Training Plan, the organisation of teachers' training modules is under the responsibility of the so-called “Coordinating Schools” (Scuole-polo). The coordinating schools are chosen between schools belonging to the same area. These schools are in charge of overseeing the planning and organising the training activities; guaranteeing the correct administrative and accounting management of the training initiatives; keeping contact with the Regional school Authority for monitoring and reporting the activities.

The Coordinating Schools collected the names of the teachers in charge of coordinating the implementation of the civic education teaching in their schools, the coordinators, and invited them to the training course.

According to the law, each training course includes 10 hours of training. After the training, coordinators are asked to organise a 30-hour training course for the other teachers in charge of teaching civic education. As a result, the training consists of 40 hours.

As stated by the law, the training should cover the following topics:

1. The analysis of the three central trans-curricular and interconnected concepts;
2. The inclusion of concrete examples of civic education teaching in accordance with the objectives of the guidelines provided by the law;
3. The proposal of assessment grids of students' competences as regards civic education learning;
4. The implementation of efficient coordination between teachers in civic education teaching.

### **Italy – IIHL: SafeSchool Network**

The Safe School Network was created in 2008 with the aim of developing research, training, planning and testing actions to promote safety in schools. The Network acts following the idea that the acquisition of constitutional citizenship principles should be promoted not only through traditional disciplinary paths, but also by promoting school-based practices oriented towards dialogue, trust, participation. The activities promoted by the Network are based on listening to the needs of young people and teachers. The Network mainly promotes a practice called MNR (Methodology of Narrative and Reflection), conceived by the association The Multiplier, which is one of the partners of the Network. The Safe School Network aims to enhance school integration and to prevent possible uneasy situations in schools, such as those linked to violent episodes, bullying, or other similar situations.

The Network implements various practices and initiatives, such as:

- Project monitoring and assistance, training support for teaching and managerial staff and evaluation of the school activities;
- Organisation of conferences, training (workshops and seminars) and social research, with the involvement of school communities;
- Establishment of agreements, connections and alliances with local authorities and educational agencies in the area.

The Network's main activity is the promotion in classrooms of a facilitation system aimed at enhancing dialogue and openness with and among students, through participatory activities involving confrontation and mediation. This facilitation practice is called Methodology of Narrative and Reflection – MNR. The objective of this facilitation method is to encourage students to reflect upon the possible problematic aspects of their experience, which may regard the relations between peers and parents, the risks linked to their actions and the use of violence.

### **Council of Europe – Vienna forum/polis: Working Group on Training**

The Working Group on Training was installed for a first phase (2020-2021) in March 2020 by the Steering Committee for Education Policy and Practice (CDPPE) with the mandate of supporting the strategy on implementing the Reference Framework of Competences for Democratic Culture (RFCDC) in the biennium 2020-2021 by developing “the Council of Europe’s RFCDC blended and other training learning tools, with modularised content, the aim being to mainstream and institutionalise RFCDC Training in States Parties to the European Cultural Convention” (CoE, 2020c). The aim of the Working Group on Training is to develop and pilot a standardized training programme in order to create an international trainer pool who is familiar with the RFCDC and can develop training activities in the member states. This measure supports the activities of the EPAN network that is seen as responsible for teacher training initiatives in the member states.

The Working Group of Training is composed by 3 EPAN lead experts; 3 persons representing the EPAN; 2 further persons with expertise in areas related to the RFCDC, and/or in education for democratic citizenship and human rights; 2 persons with experience in RFCDC (teacher) training; 1 person designated by the European Wergeland Centre; 1 person designated by the Zürich University of Teacher Education; 1 person designated by the University of Andorra.

During the first phase, the Working Group on Trainings aims at (1) developing a modularized training package leading to certification; (2) setting up an international trainers pool with the help of the EPAN network; (3) piloting a basic training (20 h) for about 100-150 participants; (4) piloting a full training of trainers course from April to October 2021 for 50 participants.

### **European Union – OBESSU: European Youth Together**

European Youth Together is a call for projects within the Erasmus+ programme Key Action 3: support for policy reform to promote active citizenship among young people through European networks and youth organisations. It focuses on empowering young people to take action in their context and to bring together youth and policy makers into a dialogue where youth share their policy recommendations and views on the topics that are relevant to them. The scope of the “European Youth Together” actions should build on the experience obtained through the 'New Narrative for Europe' project, the European Youth Goals and Eurobarometer findings on young people's priorities and other youth policy and programme initiatives, aiming to promote young people's participation in European civic life as well as cross border exchanges and mobility activities. As the European Youth Goals have been drafted by youth in different EU Youth Conferences and structured dialogue cycles, connecting EYT to the Youth Goals means the priorities of the

call have been drafted by youth and are the priorities that youth have put forward to the institutions in a participatory process.

Therefore, the priorities change slightly every year, moving to more specific ones and at the same time meeting the highest priorities at the moment of youth across Europe: youth participation and European Parliamentary elections in 2018; new EU Youth Strategy in 2019; sustainability, inclusion and post-Covid19 reaction in 2020. Overarching, the thematic priorities are active citizenship, network-building, European values and European citizenship, democratic participation, democratic resilience and social inclusion related to youth.

At the participants' level, the initiative aims to the increase of civic competences (knowledge, skills, attitudes), the empowerment to become active citizens, to the capacity to carry out their own projects and to citizen mobilisation in the future by focusing on the application of the competences in their daily lives. At the organisations' level, the programme wants to enhance capacity building, strengthen the capacities of civil society organisations at all levels, disseminate the already existing active citizenship tools and methods among youth, organisations and institutions, as well as development and testing of new, innovative ones, partnerships and good practices exchange among organisations with diverse experience, target groups and backgrounds.

### **Malta – MFED: Drama**

This project is composed of a play (Drama) that exposes different topics from the society at large and gives time for students to analyse and decide which is the best way. Students themselves try to find the best way out (solution) of a problem with the least negative impacts possible. The story of the play is that after a plane crashes in the sea there are five people (businesswoman, priest, lawyer, murderer, and an autistic person) arrive on a very small rock with very little space were to stand bringing one thing each with them and they must survive on the rock until help comes their way. There are many decisions they must take:

1. What will they do with the things brought with them? Share? Everybody keeps them to himself/herself? Put all things together and these belong to everybody? Barter?
2. Decisions must be taken on the rock or else there will be chaos. After each character gives some history about his/her situation students should elect a leader from the five people on the rock. Majority wins.
3. Space is very limited on the rock, and while their food storage from the plane comes with the current towards their rock. What should they do? There is no space for the characters should they let it go? Should they keep it? Where should they put it?
4. While waiting to be found, they are producing rubbish which they do not need. The rock has very limited space. Throwing things at sea will pollute it. What is to be done?
5. A body still alive floats near the rock. What should they do? Would knowing the person make a difference in the decision taken? Is there one policy for all?

All these are discussed during the play and decisions have to be taken with the help of the audience. Finally, a helicopter arrives, lowers a rope ladder and they start climbing up

After the discussion, the audience following the performance needs to decide what should be done and the actors must continue according to the decision taken as if their own. Throughout the activity, students reflect and debate about several topics, such as gender issues or inclusion. The project aims at educating students with citizenship competencies and behaviours, mainly focusing empathy, collaboration, positive engagement and dialogue, social entrepreneurship democracy and active participation.

### **3.4 Identified challenges**

Starting from the reports, partners identified 6 main challenges to citizenship education.

The first three challenges are more related to a political dimension:

1. **Bring citizenship education into the agenda** (agenda of policy makers, general public, teachers, parents and students)
2. **From good purposes to good implementation**: although they often come from good ideas, they may lack resources, cooperation, capacity building, monitoring, evaluation.
3. **National/European frameworks vs bottom-up initiatives (informal and non-formal learning)**; For example, although the Council of Europe created a reference framework of competence for citizenship education, it is very difficult to bring it into the practice of school education.

The last three challenges are related to the implementation of policies.

4. **Teachers' training: from citizenship education contents to citizenship education skills, attitudes and values**. It is often done on the basis of content and knowledge. However, the most effective citizenship education needs less knowledge and more cooperation and dialogical activities.
5. **Tackling controversial issues**: like migration or decolonization. Citizenship education includes in general many sensitive topics.
6. **Assessing students' learning outcomes**. Citizenship education is often not assessed. In the cases in which there is an evaluation, it is often promoted in a traditional way, without taking in consideration different forms of assessment, which are not based on the acquisition of knowledge.

## 4. Integration Workshop

### 4.1. Objectives and participants

The outcomes of the national reports, and, more specifically, the challenges identified throughout the research were analysed during an Integration Workshop with relevant stakeholders, which took place on April 13<sup>th</sup>, 2021.

The workshop was organised following the objectives of (1) integrating the results of the different case studies and (2) integrating the points of view of citizenship education experts who were not involved in the research. The meeting represented a way to step away from a purely descriptive approach to citizenship education, and instead to point out its problematic aspects, challenges, and ways to tackle them.

Both CITIZED partners and stakeholders participated to the workshop:

#### CITIZED PROJECT PARTNERS

- **International Institute of Humanitarian Law (IIHL), Italy:** *Irene Baraldi; Claudio Dondi; Edoardo Gimigliano*
- **Fondation des Régions Européennes pour la Recherche, l'Éducation, et la Formation (FREREF):** *Liliane Esnault; Axel Joder; Julie Raouane; Monica Turrini*
- **Ministry for Education of Malta (MFED), Malta:** *John Attard; Stephen Camilleri; David Degabriele*
- **Université Côte d'Azur (UCA), France:** *Alessandro Bergamaschi; Catherine Blaya*
- **Wiener Forum für Demokratie und Menschenrechte (WFDMR):** *Patricia Hladschik; Nikolai Weber*
- **Organising Bureau of European School Student Unions (OBESSU):** *María Ballesteros Melero*
- **Land der Menschen (LdM), Austria:** *Catherine Carré-Karlinger; Veronika Fehlinger*

#### STAKEHOLDERS

- **Afev:** *Marie Aumont*
- **AKS (Aktion kritischer Schüler\_innen/Initiative of critical school students):** *Miriam Amann*
- **Austrian Federal Ministry of Education, Science and Research:** *Sigrid Steininger*
- **Conseil départemental 06:** *Eric Goldinger*
- **DSDEN 06/Direction des Services Départementaux de l'Éducation Nationale des Alpes-Maritimes:** *Géraldine Willems*
- **Eötvös Loránd University:** *Ildikó Lázár*
- **Italian Ministry of Education:** *Diana Saccardo*
- **Ministry for Education of Malta (MFED), Malta:** *Brian Chircop; Dunstan Hamilton*
- **Organising Bureau of European School Student Unions (OBESSU):** *Alexandra Seybal*
- **S-nodi:** *Tiziana Ciampolini*
- **Sicurascuola:** *Angela Pastorino; Giuseppina Randazzo*
- **University College of Teacher Education in Linz:** *Jakob Feyerer*
- **University College of Teacher Education in Wien:** *Ursula Mauric*

### 4.2 Plenary session 1: brainstorming on Citizenship Education

During the brainstorming, stakeholders were invited to give their opinion about the following question:  
*Which are the challenges to citizenship education?*



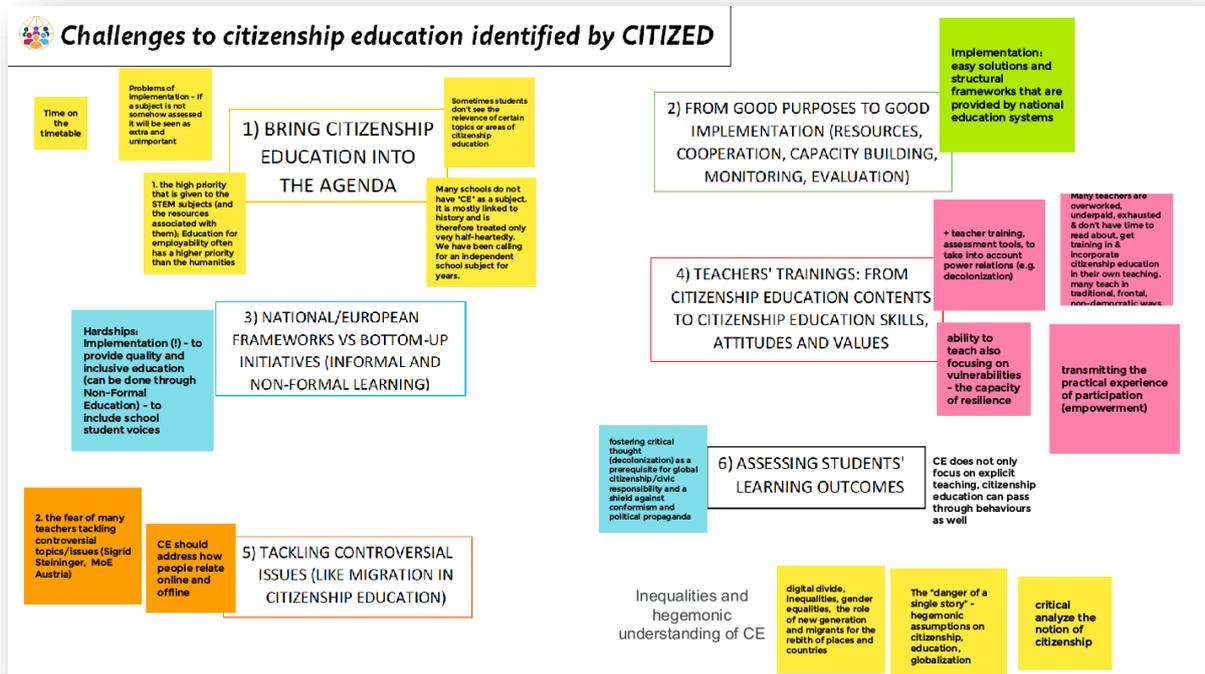
Each participant commented with a note on the online tool *Jamboard*. Afterwards, a brief discussion took place and the following key issues emerged:

- Online and offline behaviours: during the debate it was pointed out that not enough importance to how people and children behave online is given (unrespectful behaviours)
- Capacity for resilience: during the debate, it was argued that resilience is a very important skill. However, it is necessary to teach how to incorporate and cope with everyone's own vulnerability and teachers should also be encouraged to develop this competence.
- Timetable and lack of assessment: citizenship education is often considered as a marginal subject, with no final assessment. It is often considered a second order teaching.
- Danger of hegemonic assumptions on citizenship, education, globalization: it was argued that in a globalised and pluralised society it is important to point out the meaning of citizenship education. It is necessary to avoid the single story and include different stories. It was also pointed out that teachers and other educators who work with groups in the field of citizenship education need options and information to find ways to address their audience.
- Implementation, easy solutions and structural frameworks that are provided by national education systems: it was argued that through non-formal education many kinds of citizenship education can be promoted (such as peer education and bottom-up education).
- Teachers' trainings: it was pointed out that teachers' trainings should be included in the School timetable and that they should be provided with qualitative teachers training.
- High priority given to the STEM subjects (and the resources associated with them); Education for employability often has a higher priority than the humanities: it was discussed the need to have a closer look on the importance given to STEM subjects because they are considered useful for employability.
- Transmitting the practical experience of participation (empowerment): it was argued that the need to transmit the practical experience that citizens are able to participate in society and have an actual impact.

The following frame was created as a result of the challenges identified during the stakeholders brainstorming and the CITIZED partners brainstorming on challenges.

### 4.3 Groups session 1: How to tackle challenges?

After the first plenary brainstorming session, stakeholders and partners were divided into groups. Each group focused on a specific challenge and the possible ways to tackle it. Challenge No. 3 was merged with challenge



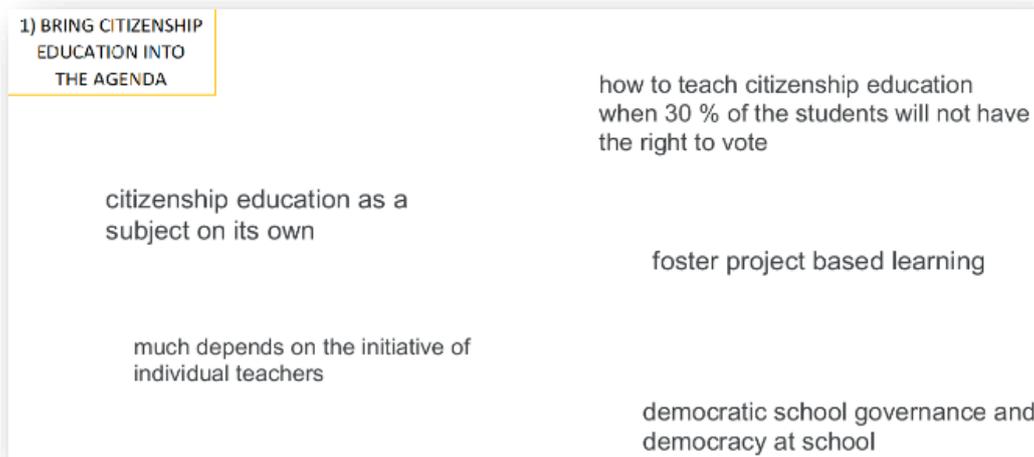
No 5.

#### GROUP 1. BRING CITIZENSHIP EDUCATION INTO THE AGENDA

Key debated issues:

- How to teach citizenship education when **30% of the students do not have the right to vote**;
- The need to take in consideration **school students' opinion** on the introduction and implementation of the subject;

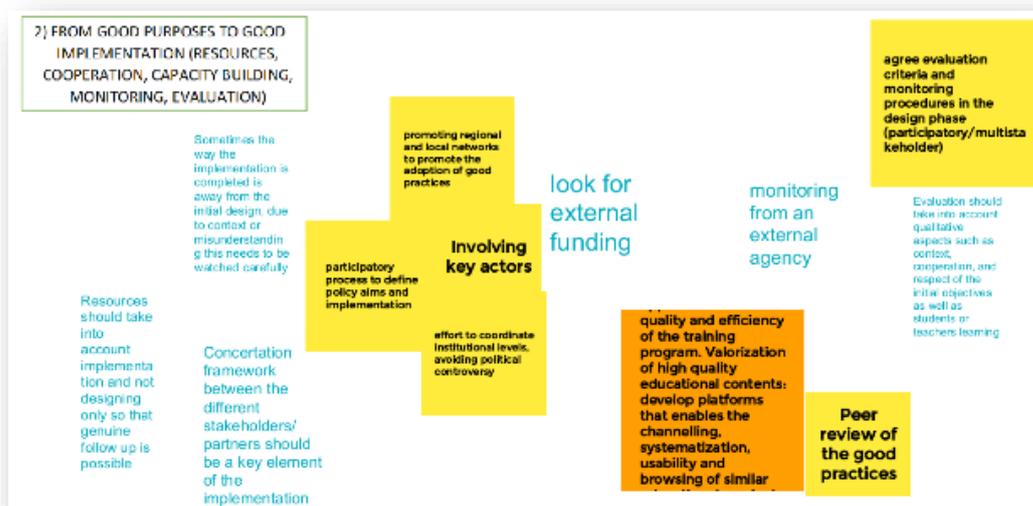
- CE very much depends on the initiative of **individual teachers**.



**GROUP 2. FROM GOOD PURPOSES TO GOOD IMPLEMENTATION (RESOURCES, COOPERATION, CAPACITY BUILDING, MONITORING, EVALUATION)**

Key debated issues:

- The discussion started from the issue of **concertation and participatory process** to define policy aims and policies implementation.
- The lack of funding can be addressed by creating **cooperation between the institutional level**, but also through **looking for external funding** (there are some civil society organisations that can help both in terms of finance and places to cooperate).
- **Capacity building**: it would be important to make learning resources available to whoever may need them as an inspiration or direct resources.
- Evaluation: it is important that the criteria and the procedures for evaluation are defined in a **participatory way**. Similarly, it would be important the presence of an **external agency** which controls and **monitors the implementation** of policy making in order to guarantee some independence.



### GROUP 3. TEACHERS' TRAININGS: FROM CITIZENSHIP EDUCATION CONTENTS TO CITIZENSHIP EDUCATION SKILLS, ATTITUDES AND VALUES

Key debated issues:

- Controversial dialogue when it comes to the implementation on citizenship education
- Citizenship education is both a **subject** and a **transversal topic/issue**.
- Transversal issue: it is a **challenge to require teachers to transversally teach** citizenship education.
- The question is also whether we have the **right format of teacher training**. It would be important to rethink the existing formats and to open our mind to different formats.
- **Who should give the line for teachers training?** Unbalance between states interests and bottom-up interests.
- Importance of thinking about **different target groups**: difference between primary and secondary teachers. In the case of primary teachers it may be easier to have a transversal approach, while for secondary teachers it may be more difficult.



### GROUP 4. TACKLING CONTROVERSIAL ISSUES (LIKE MIGRATION IN CITIZENSHIP EDUCATION)

Key debated issues:

- Many teachers are afraid to take a controversial issue in the classroom and this does not only regard Citizenship Education, but also other subjects. STEM subjects too for example have the impression of being neutral, but every subject is political (e.g. sexism in maths).
- CE should not be considered as just a subject, but as an overarching educational goal that needs to be implemented in every subject (e.g. issue of migration and language barriers)
- CE can be subdivided into 2 parts: a concrete subject and a transversal all-encompassing dimension
- The discussion also focused on which competencies are required to act in this context and to be able to tackle controversial issues. The term "controversial issues" itself neutralizes power relations and

inequalities: it would be more helpful to use political terms like racism, classism or sexism to have a greater clarity of the tackled problems.

### 4) TACKLING CONTROVERSIAL ISSUES (LIKE MIGRATION IN CITIZENSHIP EDUCATION)

**2. the fear of many teachers tackling controversial topics/issues (Spain, Slovakia, Austria)**

**CE should address how people relate online and offline**

Migration is always controversial - part of the society is in favour of integration, migration. Another part sees migration as a problem and is threat to the values and security of the country. Citizenship education should educate basic values like human rights, democracy, respect, responsibility which aim at simmering any confrontational situations arising from migration - cultural background differences.

**- Involving primary concerned persons: sciences, gender studies, decolonized studies etc..**

**-Problem: many teachers are afraid to take a controversial issue in the classroom**

- o Not only CE is a sensitive subject
- o STEM subjects have the impression of being neutral, but every subject is political (e.g. sexism in maths)
- o CE is not just a subject, needs to be implemented in every subject (e.g. issue of migration and language barriers)
- o CE can be sub-divided into 2 parts: a concrete subject and a transversal all-encompassing dimension (affecting all subjects)
  - o migration is not a topic, it's a context

→ which competencies are required to act in this context?

→ Drama as a communication tool for tackling controversial issues

- o the term "controversial issues" neutralizes power relations and inequalities, more helpful to use political terms like racism, classism or sexism to have a greater clarity of the problems we are tackling

**GROUP 5. ASSESSING STUDENTS' LEARNING OUTCOMES – NATIONAL/EUROPEAN FRAMEWORKS VS BOTTOM-UP INITIATIVES (INFORMAL AND NON-FORMAL LEARNING)**

Key debated issues:

- Focus on the idea of self-assessment about which skills students need. The group talked about an online platform developed by AFEV where students can express themselves. The process looks easy to implement and it is focused on self-assessment.



## 4.4. Plenary session 2 - Reference Framework of Competences for Democratic Culture (RFCDC)

The session was conducted by *Patricia Hladschik* from *polis*.

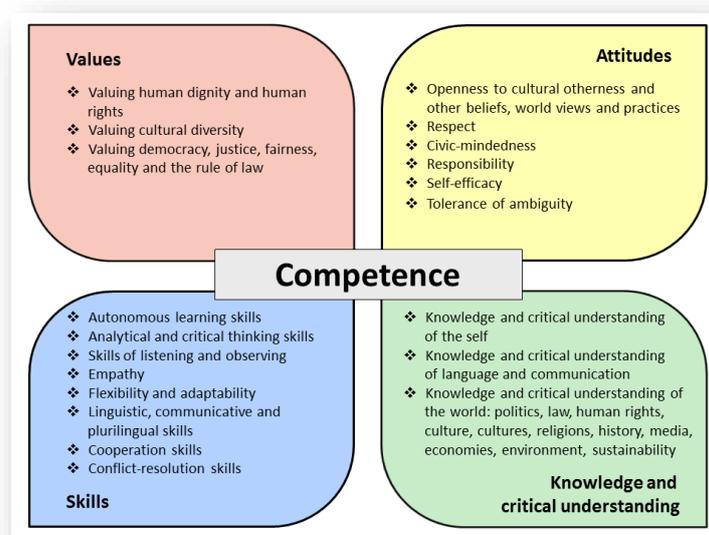
The RFCDC represents the Flagship project of educational policy within the Council of Europe, launched in 2017. It is an Instrument for both policy makers and other stakeholders. The underlying aims of the project are (1) to offer national education systems a framework that can be used to empower young people, (2) to prepare learners to be *active citizens*.

The RFCDC is a comprehensive tool, which brings together different strands of the work of the CoE. More specifically, it has a very strong focus on intercultural competences. It is also a tool that can give a common language to policy makers from different educational and national contexts.

### Elements of the framework:

- **A conceptual model** of the competences which citizens require to participate effectively in democratic citizenship and intercultural dialogue;
- **Behavioural descriptors** for each individual competence that is specified in the model (What **shows** that someone has developed some competence?);
- **Guiding documents** to explain how the competence model and the descriptors can be used to assist curriculum design, the design of pedagogies, democratic school development, and the development of new forms of assessment;

The model is visually represented with a butterfly with four wings, which represent: values, attitudes, skills, knowledge, and critical understanding. The authors of the model analysed existing competence models and tried to condensate what they found and to bring it into this new structure.



The model is also followed by behavioural descriptors. The descriptors of behaviour are based on what it is important that learners develop. It is about things that we can observe, and not about knowledge.

The question is: *how can the development of these competences be recognized?*

Competences are described by using a **set of descriptors, i.e.** through statements of **observable behaviours**, which show that a person has developed a certain competence. The framework comprises a set of **135 key descriptors**, which are scaled according to levels of proficiency (basic, intermediate, advanced) and a pool of 447 descriptors, which are also scaled.

An example: the competence that it is necessary to observe in order to see if the learner has developed is the attitude *responsibility*. In order to assess if someone acts in a responsible way there are five descriptors that help the assessment:

Shows that he/she accepts responsibility for his/her actions	Basic
Shows that he/she takes responsibility for own mistakes	Basic
If he/she hurts someone's feelings, he/she apologises	Intermediate
Submits required work on time	Intermediate
Consistently meets commitments to others	Advanced

The references of the RFCDC are three volumes published by the CoE, which are available [here](#).

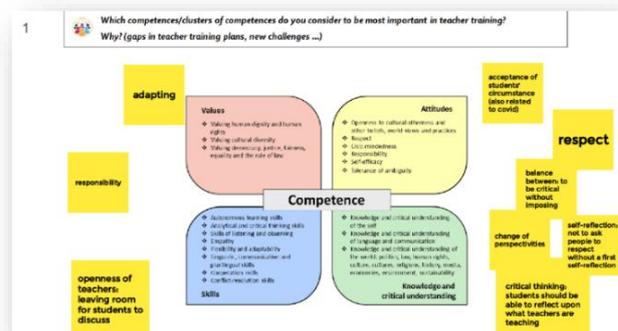
## 4.5 Groups session 2: RFCDC CLUSTERS OF COMPETENCES

After the presentation, stakeholders and partners were divided into groups. Each group discussed the following questions:

*Which competences/clusters of competences do you consider to be most important in teacher training?  
Why? (gaps in teacher training plans, new challenges ...)*

### GROUP 1. IDENTIFIED KEY WORDS: RESPECT, SELF-REFLECTION, CRITICAL THINKING, OPENNESS TO DIFFERENT PERSPECTIVES.

During the debate of group 1, the perception that society lacks **respect** was pointed out. It was reflected upon the fact that respect is strongly linked to **self-reflection**. Teachers should therefore **self-reflect** upon their values and their attitudes. They should also be **open to students' perspectives**, leaving room for students to discuss. At the same time, they should enhance **critical thinking skills** in students. In order words, students should be able and feel free to reflect upon what teachers teach them.



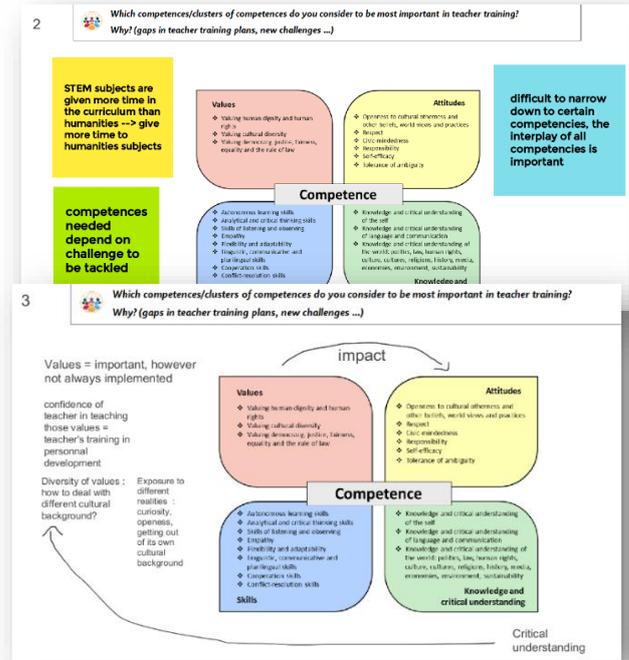
### GROUP 2. IDENTIFIED KEY WORDS: STEM VS HUMANITIES, COMPETENCES ARE RELATED TO CHALLENGES

Group 2 identified a structural problem in the school curricula, which cannot be tackled by this competence model: the problem is that **STEM subjects** are given much more time than humanities. The group suggested that schools should strengthen the teaching of humanities subjects. The debate was also focused on the **difficulty to narrow down competences** to just a few concepts. Additionally, the group suggested that the **competences needed highly depends on the challenges to tackle**: for example the climate change issue

needs different competences than for the problem of increasing political rights in Europe. Therefore, it is difficult to generalise which competences are the most important.

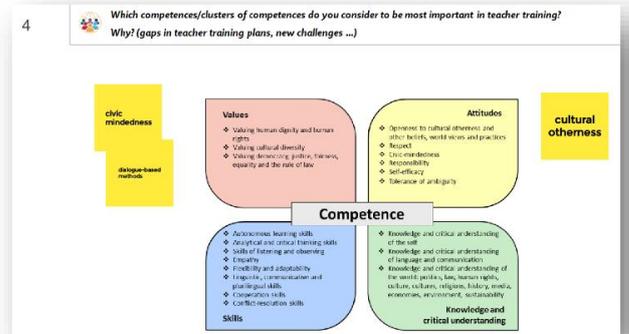
**GROUP 3. IDENTIFIED KEY WORDS: IMPORTANCE OF VALUES, CONFIDENCE IN TEACHING CE**

During the debate of Group 3, it was argued that **values** are perhaps the most important area of competence because it strongly impacts on attitudes and skills. Another key issue that emerged was the need for teachers to be **confident in teaching citizenship education**. The confidence should be enhanced through **teachers training and personal development**. Another key point of the debate was to reflect on how to teach a value to someone who has different values and how to promote tolerance or democracy to people who are against and, at the same time, to assure freedom of speech.



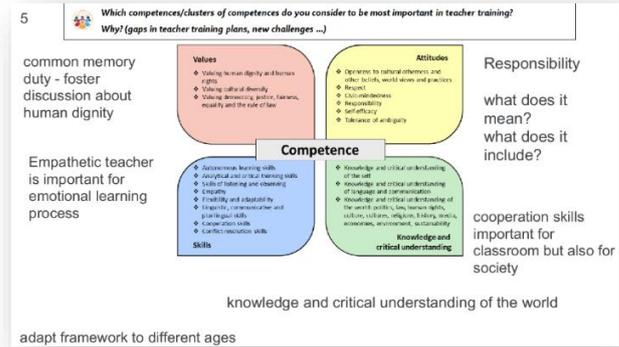
**GROUP 4. IDENTIFIED KEY WORDS: CIVIC MINDEDNESS, CULTURAL OTHERNESS, DIALOGUE-BASED METHODS**

Group 4 reflected mainly upon **civic mindedness**, arguing that there should be some **self-reflection** on this attitude. Civic mindedness can be considered a sort of meta-learning outcome in the butterfly model because it encompasses many other things. The group also focused on the need to promote **dialogue-based methods** and **projects-based methods**, which may allow students to take an active role rather than just being explained what democracy is. This needs to be done when teachers have already matured the idea of civic mindedness. Another key competence that was discussed was **cultural otherness**: this can be built in a dialogical approach, through working on openness in a dialectic process, especially including those teachers who are not always open to cultural otherness.



**GROUP 5. IDENTIFIED KEY WORDS: RESPONSIBILITY, EMPATHY, ADAPTABILITY OF THE MODEL**

Group 5 debate focused upon **responsibility** as a competence, its meaning in concrete situations and what it includes. Additionally, they discussed that **empathy** is a very important competence that teachers should have to create **emotional learning processes**. They also focused on the importance of **knowledge and critical understanding of the world**. The group also argues about the need to adapt this framework to different **teaching paths**, not only for teachers' education of secondary schools.



## Conclusion

During this first phase of the project, the research conducted highlighted some policy challenges to citizenship education, which were addressed by partners and stakeholders during an insightful Integration Workshop. The research conducted, the resulting reports and the Integration Workshop allowed to frame an initial draft of the suggestions related to the main challenges, which are reported below. The next step will be to transform them into recommendations for the different categories of actors involved.

### **1. Bring citizenship education into the agenda (agenda of policy makers, general public, teachers, parents and students)**

Despite the attempts to introduce citizenship education into the general agenda of policy makers and in the school sector, it remains a marginal subject in many European countries. As a result, citizenship education is often considered - sometimes also by students and families- a less important teaching, which is often sacrificed in terms of time and resources. In some cases, it is not even assessed and it often depends on the good will of an individual teacher.

In order to bring some changes, public policies should strengthen the teaching of citizenship education by considering it not only as a subject on its own in order not to become marginal and optional, but also an overarching educational goal - Helping all learners developing social and citizenship competences- which should inspire any teaching activity.

At the same time, since at present a lot of citizenship teaching depends on the initiative of individual teachers, policy makers should encourage a Whole School Approach to prevent the isolation of these teachers and to disseminate their work. A Whole School Approach would be also essential in fostering democratic school governance since this approach guarantees that democracy and human rights are integrated in all aspects of school life.

### **2. From good purposes to good implementation (resources, cooperation, capacity building, monitoring, evaluation)**

The analysis showed that although Citizenship Education-related policies often come from good ideas and good intentions, they might lack resources, cooperation, capacity building, monitoring, evaluation. In other words, policy makers do not always take into consideration the long-term development and implementation of the policies. In order to combine good purposes and a good implementation, public policies should provide a long-term sustainable implementation plan in terms of methods, financial resources, and evaluation resources:

1. Method: Participatory policy makers' making processes, which would involve relevant stakeholders in the field of Citizenship Education, can help define policy aims and provide suggestions for the planning of good long-term implementation.
2. Financial resources: in regard to financial resourcing, the lack of funding may be addressed by creating cooperation between institutional levels, as well as finding external funding. For example, civil society organisations may help in providing funds in the field.
3. Evaluation: In order to assure a good policy application, evaluation is a key element of the implementation phase. Criteria and procedures for evaluation should be defined in a participatory way. Similarly, it would be important that an external agency would evaluate the implementation of policy making in order to guarantee some independence. Evaluation by an external agency and

agreed criteria and procedures (participatory/multistakeholder) should be introduced already in the design phase. Evaluation might allow us to identify high quality educational contents and good practices. In this regard, an example of good practice dissemination can be the development of platforms that enable to find, to adapt and to use similar education resources. Good practices could be also promoted through regional and local networks and peer review.

### **3. Teachers' training: from citizenship education contents to citizenship education skills, attitudes, and values**

Teachers' training is often conceptualised and structured on the basis of content and knowledge. However, based on the analysis, it appears clear that the most effective citizenship education needs less knowledge and more cooperation and dialogical activities. Therefore, citizenship education teachers should be trained to enhance skills, competences, and attitudes in this field: in this regard, they need specific training on those pedagogical tools, which would enhance their teaching strategy. For example, evidence shows that project-based learning is likely to be effective in developing competencies relevant to democracy (respect, collaboration, dialogue), teachers should be given tools, materials and operational models (also through the good practices platform) to promote these kinds of learning methods.

The teaching of citizenship education may also lead teachers to tackle **controversial issues** (like migration) in classrooms, which some teachers may find uncomfortable. Teachers' trainings should take into consideration also this issue and should provide teachers tools to facilitate classroom debates and be able to address possible conflicts.

In addition to this, teachers' training design should also take into consideration the time of the training (whether during school time or as an extracurricular activity) and should also distinguish between teachers involved in different subjects and age classes. The design of teacher training could be more effective if it is based on a participatory approach, which would include relevant stakeholders.

To do this, further research on teachers' training methods is desirable.

### **4. Assessing students' learning outcomes: the potential of National/European frameworks vs bottom-up initiatives (informal and non-formal learning)**

Given that citizenship education is often seen as a marginal subject, it is often not assessed. In the cases in which there is an evaluation, it is often promoted in a traditional way (knowledge testing), without taking in consideration different forms of assessment, which are not based on the acquisition of knowledge.

Since citizenship education is a transversal subject, with specific characteristics, different methods of assessing students' learning outcomes should be developed: focusing more on the learning process and on the self-evaluation of the students rather than on summative evaluation of the teacher only. Policies should focus on providing a set of assessment tools for skills (also soft skills) recognition. The Reference Framework of Competences for Democratic Culture (RFCDC) could be a basis for the development of an assessment grid for the teaching of Citizenship Education.

## ANNEX I – CITIZED ROADMAP

On the basis of this first research, CITIZED partners conceived the following roadmap. For each of the five challenges the roadmap shows possible actions to be taken at different society level: European, national, school, teachers' training, civil society, students' network and teachers network. The roadmap represents a key starting point for the policy recommendations which will be further developed throughout the project.

	<b>CHALLENGE 1 BRING CE INTO THE AGENDA</b>	<b>CHALLENGE 2 FROM GOOD PURPOSES TO GOOD IMPLEMENTATION</b>	<b>CHALLENGE 3 NATIONAL/EUROPEAN FRAMEWORKS VS BOTTOM-UP INITIATIVES</b>	<b>CHALLENGE 4 TEACHERS' TRAININGS</b>	<b>CHALLENGE 5 ASSESSING STUDENTS' LEARNING OUTCOMES</b>
<b>EUROPEAN LEVEL</b>	<ul style="list-style-type: none"> <li>• Further develop EU-Council of Europe collaboration</li> <li>• Keep civic participation as priority in Erasmus+</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently support Member States and education institutions through EU Programmes like Erasmus+, giving priority to CE</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the potential benefits of European reference frameworks for diverse educational contexts at the national levels</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate teaching tools that are relevant for all the participating countries in terms of skills, expectations and each national context</li> </ul>	<ul style="list-style-type: none"> <li>• Micro-credentials, validation, EuroPass, Key Competences Framework</li> </ul>
<b>NATIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>• Reaffirm the importance of CE as a primary goal of education systems</li> <li>• Promoting awareness campaign</li> <li>• Acknowledge civil society as a key actor for informal CE and promote bottom-up initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the use of existing international models and frameworks</li> <li>• Promote and enable the implementation of good practices: budget, staff, time etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Making national education systems more receptive to European impulses</li> <li>• Finding a common language for CE in different national contexts via European frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Succeeding in involving all types of schools and creating a teachers' network to exchange and share feedback for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs in cooperation with NGOs such as <i>reconoce</i> (Spain) to validate volunteering experience.</li> </ul>
<b>SCHOOL LEVEL</b>	<ul style="list-style-type: none"> <li>• Awareness days on CE organised by a school team</li> <li>• Identifying school specific needs and resources for CE</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling, monitoring and teacher training, by request</li> <li>• Addressing the level of school management and support it accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising democratic school development and competences for democratic culture as elements of school quality management</li> <li>• Harmonising top-down recommendations/requirements and bottom-up suggestions, needs and wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Providing teachers training that involves the whole school and not a few In order to develop a systemic culture toward CE.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-reflection.</li> <li>• Outcomes of projects as indicator in evaluation processes.</li> </ul>
<b>TEACHERS' TRAINING</b>	<ul style="list-style-type: none"> <li>• Promoting participatory review of initial teacher education</li> <li>• Initial teacher education: Identifying transversal knowledge, skills and competences that could be related with CE in existing curricula for teacher education (in educational sciences, subject sciences and subject didactics)</li> <li>• Adapting curricula and study programmes as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Further teacher training: offers to support the anchoring of CE in schools (personal, teaching and school development)</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-reflection and professional ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Initial training: considering CE in practical school studies as well as subject teaching</li> <li>• Teachers: teamwork and coordination: building an inter-institutional school progression (whole-school concepts)</li> <li>• Evaluation of the teachers' training at the teachers' level but also in terms of potential change at the school level</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Formal education</li> </ul>

<p><b>CIVIL SOCIETY LEVEL</b></p>	<ul style="list-style-type: none"> <li>Local for a on CE (local public administration and civil society organisations on collaborative active citizenship)</li> <li>Promote civil society as a key actor of citizenship informal education</li> </ul>	<ul style="list-style-type: none"> <li>Systematisation of processes, elaborating assessment or evaluation methods at the organisational level</li> </ul>	<ul style="list-style-type: none"> <li>Proposing a common language for formal and non-formal educational settings with frameworks like the RFCDC</li> </ul>	<ul style="list-style-type: none"> <li>Involving families and other organizations from the civil society as key partners for the development of teachers 'training and pedagogical resources.</li> </ul>	<ul style="list-style-type: none"> <li>Share good practices and create synergies with formal education sectors</li> <li>Inspire from self-assessment method</li> <li>Promote valorisation of informal experience</li> </ul>
<p><b>STUDENTS NETWORK</b></p>	<ul style="list-style-type: none"> <li>Promoting initiatives on CE (organisation of lectures, seminars, activities)</li> </ul>	<ul style="list-style-type: none"> <li>Involve students' networks in the CE programmes evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Collect students' network feedback on existing frameworks and support their engagement for quality CE</li> </ul>	<ul style="list-style-type: none"> <li>Volunteering as a means to acquire valuable competences (recognition as an alternative practice?)</li> </ul>	<ul style="list-style-type: none"> <li>Academic recognition of achievements and acquired competences to CE by cooperation with communities and NGOs</li> <li>Mobility</li> <li>Buddy systems</li> </ul>
<p><b>TEACHERS NETWORK</b></p>	<ul style="list-style-type: none"> <li>Promoting courses and debates on CE teaching</li> </ul>	<ul style="list-style-type: none"> <li>Promote the involvement of teachers' networks in the full implementation chain and in the evaluation of CE initiatives</li> <li>Require more resources and opportunities to develop the necessary competences to support learning, teach and assess the full range of CE competences</li> </ul>	<ul style="list-style-type: none"> <li>Promote self-reflection and professional ethos</li> <li>Promote transnational and cross-sector mobility of teachers to familiarise themselves with learning goals and teaching methods developed elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting the development of materials, design of events and implementation of projects: jointly and complementarily.</li> <li>Synergies and exchange of expertise and experience (local, national, international)</li> <li>Cooperation with communities and NGO's</li> </ul>	

## ANNEX II – National Reports

Annex II includes all the national reports produced by CITIZED partners between December 2020 – February 2021. The research included the following countries and organisations:

- Austria
- Spain
- France – Informal Education
- France – Formal Education
- Belgium
- Germany
- Italy
- Malta
- Council of Europe
- European Union

<b>AUSTRIA</b>	
<b>SECTION 1 – PARTNER INFORMATION</b>	
<b>Partner</b>	Land der Menschen OÖ
<b>Contributors</b>	Veronika Fehlinger, Catherine Carré-Karlinger
<b>Research methods</b>	<p>Desk research:</p> <p>Official documents, Austrian Ministry of education (primary sources):</p> <ul style="list-style-type: none"> <li>- BMBWF (Austrian Ministry of education) – Citizenship education</li> <li>- <a href="https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/politische_bildung.html">https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/politische_bildung.html</a></li> <li>- Teaching principle of citizenship education, Policy Statement 2015, Austria</li> <li>- Austrian policy decrees for teaching principles with reference to citizen education: <a href="https://www.politik-lernen.at/erlaesse">https://www.politik-lernen.at/erlaesse</a></li> <li>- Various curricula: summaries, comments and links to the official documents (bmbwf) on the the homepage of: <a href="http://www.zentrum-polis.at">Zentrum polis - Politik Lernen in der Schule - Politische Bildung in den Lehrplänen (politik-lernen.at)</a></li> <li>- Philipp Mittnik: Central Topics of History Teaching in Austria. Analysis of Maturity Examination Tasks at Viennese AHS. Source: <a href="http://www.univie.ac.at">4 2014.pdf (univie.ac.at)</a></li> </ul> <p>Telephone interview with Prof. Dr. Philipp MITTNIK, MSc, Head of the Center for Civic Education at the PH Vienna. <a href="http://www.phwien.ac.at">Pädagogische Hochschule Wien - Zentrum für Politische Bildung (ZPB) (phwien.ac.at)</a></p> <p>Secondary sources like the summaries on <i>Zentrum POLIS, Politik Lernen in der Schule</i> (= POLIS Centre, Learning Politics at School) website, <a href="https://www.politik-lernen.at/site/ueberuns/english">https://www.politik-lernen.at/site/ueberuns/english</a> (national centre with comprehensive secondary sources and a collection of primary sources)</p>
<b>SECTION 2 – COUNTRY/ORGANISATION</b>	
<b>Country examined</b>	Austria
<b>General overview of the country policy development in the field of citizenship education</b>	<p>Basically, there is a broad understanding of citizenship education in Austria and it is taught in a very competence-oriented way. The understanding of citizenship education in Austria includes global citizenship education, democracy education and overlaps with other cross-curricular topics like diversity education, human rights education, peace education, intercultural education or the work with the Reference Framework of Competences for Democratic Culture, RFCDC.</p> <p>The Austrian designation of this educational field needs to be clarified: “Citizenship Education” = “Politische Bildung” (literal translation: Political Education). Remark: There is no clear consensus on terminology: some Austrian experts translate “Politische Bildung” with “Civic Education”. The debate on terminology remains open. (See also below: overlaps with other cross-curricular topics.)</p> <p><b>Educational principle of citizenship education, Policy Statement 2015</b> (<i>Grundsatzterlass Politische Bildung, 2015</i>):</p> <p>“Citizenship education is a precondition for individual development as well as the development of society as a whole. It actively contributes to shaping society and to putting democracy into practice.”</p> <p>Link to the document (English version): see the goals, page 2!  <a href="https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015_12_en_pdf">https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015_12_en_pdf</a></p> <p>Citizenship education has been integrated into the Austrian school system since 1978 through the educational principle of citizenship education. The cross-curricular educational principle</p>

applies to all school types and school levels: it is an interdisciplinary principle and is aimed at all teachers as well as subjects.

In addition, citizenship education is combined with subjects like history, contemporary history, law and economics. In vocational schools "Political Education" is offered as a single and separate subject with 80 teaching hours per year.

#### **Educational principle for citizenship education**

As the educational principle for citizenship education applies to all school levels and types, citizenship education is taught by all teachers.

Qualification through teacher training:

In order to be able to teach citizenship education as part of the subject History and Civic Education in secondary and grammar school, the completion of the teacher training program History, Social Studies and Citizenship Education is required.

The degree program in Political Science does not entitle the graduated students to teach (scientific studies without didactics).

In vocational schools, citizenship education is part of the subjects of economics and law or political education and law, but for these subjects there is no appropriate teacher training program (degree). In practice, these subjects are often taught by lawyers and business teachers.

Teacher competences can be acquired in different ways, either through a complete degree program (teacher training, at least 4 study years), individual university courses (1 to 2 study years) and/or in-service training (different selective offers in smaller formats). The extent and quality vary accordingly. Therefore, the teachers' qualification profile can be quite different from one teacher to another.

**Cooperation and overlaps with other cross-curricular topics** like global citizenship education, diversity education, human rights education, peace education, democracy education, intercultural education:

The **General Ordinance on Intercultural Education 2017** (*Grundsatzterlass Interkulturelle Bildung, 2017*) replaces the principle for intercultural learning (since 1992).

Its main goal is to enable pupils to deal constructively with diversity; the document shows a strong link to democracy education, gender education and "social learning" as a school subject.

The principles represent a change of perspective with regard to the concept of culture. They focus on a complex set of pupils' and teachers' competences and skills belonging to a dynamic and diverse system. Migration and multilingualism are two of many other dimensions of diversity: Individual and social diversity as well as multiple affiliations have become normal in societies. The policy statement refers to different levels of action and players (whole school approach) and define intercultural education as a learning opportunity for the whole school community and for the democratic society.

Further policy ordinances for teaching principles with reference to citizen education: <https://www.politik-lernen.at/erlaesse>

- Reflective gender pedagogy and gender equality: *Grundsatzterlass zum Unterrichtsprinzip Reflexive Geschlechterpädagogik und Gleichstellung (2018)*
- Teaching reading: *Grundsatzterlass zum Unterrichtsprinzip Leseerziehung (2017) -new decree in preparation!*
- Media education: *Grundsatzterlass zum Unterrichtsprinzip Medienerziehung (2012)*
- Sexual education: *Grundsatzterlass Sexualpädagogik (2015)*
- Environmental education for sustainable development: *Grundsatzterlass zum Unterrichtsprinzip Umweltbildung für nachhaltige Entwicklung (2014)*
- Economic and consumer education: *Grundsatzterlass zum Unterrichtsprinzip Wirtschafts- und VerbraucherInnenbildung (2015)*

- Project teaching: *Grundsatzlerlass zum Projektunterricht (2017)*

They all refer to crucial educational concerns: they are cross-curricular and consider overarching themes that are significant for the personal development and shaping of pupils' lives and they are of social relevance. If no specific policy decree, they are at least based on international documents and agreements like the following topics: education and career guidance (Bildungs- und Berufsorientierung), development policy education (Entwicklungspolitische Bildung), intellectual national defense (Geistige Landesverteidigung), language education: decree in preparation! (Sprachliche Bildung in Österreich)

**Competence-oriented teaching** (= Training abilities and willingness to find solutions to problems independently). Working knowledge divided in four main fields of competencies (Kramer Modell, 2008, [https://www.politik-lernen.at/dl/MosrJKJKoMnKkNJqX4KJK/Kompetenzmodell Politische Bildung Kurz-Langversion 2008-03-18.pdf](https://www.politik-lernen.at/dl/MosrJKJKoMnKkNJqX4KJK/Kompetenzmodell_Politische_Bildung_Kurz-Langversion_2008-03-18.pdf)): concept competence (*Sachkompetenz*), method competence (*Methodenkompetenz*), modeling competence (*Handlungskompetenz*) and decision-making competence (*Urteilskompetenz*). The aim is to enhance self-reflective and reflective civic awareness of learners for developing the political maturity of learners. A student should be enabled to learn about, think about and deal with political themes. The activities are therefore linked to the lives and experiences of the students themselves.

Basic principles of citizenship education: Prohibition of overwhelming the pupils, controversy imperative and pupil-centredness. Austrian citizenship education is based on the German model of the Beutelsbach Consensus, which says that: *"it is not permissible to catch pupils unprepared or unawares - by whatever means - for the sake of imparting desirable opinions and to hinder them from forming an independent judgement". It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgement (Mündigkeit).*" [Beutelsbacher Konsens \(lpb-bw.de\)](http://www.lpb-bw.de)

System of school co-determination: parents' and pupils' right to have a say, pupils' and apprentice's parliament.

#### **Citizenship education in the classroom:**

Citizenship education is anchored differently in the various types of schools in Austria. In vocational schools, civic education (Politische Bildung) is taught as an independent subject, while in all other types of schools it is offered as a combined subject with, for example, history, contemporary history, law or economics. In elementary schools, civic education is integrated into the subject area of science (Sachunterricht). From this school year (20/21), the polytechnic schools offer citizenship education, economics, and ecology as a new school subject. Source: [Citizenship Education as a Cross-curricular Educational Principle General Ordinance 2015 \(politik-lernen.at\)](http://www.politik-lernen.at)

#### **Main features of the curriculum**

Nine thematic modules per grade level, two of which are citizenship education modules, two of which are historical-political learning modules, and five of which are historical learning modules.

Recurring basic concepts such as domination, power relations, gender, participation, scope for action, etc., which are relevant in both historical and current political learning, promote networked learning, age-appropriate teaching content and elements for testing political action, questions that allow for an examination of historical longitudinal sections as well as cross-sectional comparisons.

Source: [Zentrum polis - Politik Lernen in der Schule - Lehrplan Geschichte und Sozialkunde/Politische Bildung Sek I \(2016\) \(politik-lernen.at\)](http://www.politik-lernen.at)

	<p>The last curriculum reform took place 2 years ago. A revision of all curricula is currently taking place: they should probably become valid from 2021/22 onwards.</p>
<p><b>Longitudinal dimension of the policy</b></p>	<p><b>Historical perspective:</b></p> <p>With the electoral law reform of 2007, the active voting age in Austria was lowered to 16 and the passive voting age to 18. Since then, young people who have reached the age of 16 on election day have been allowed to vote in elections to the National Council, the municipal council, the provincial parliament and the Federal President as well as in elections to the European Parliament.</p> <p>This development has had a significant impact on citizenship education and strengthened the topic in the compulsory schools, although the educational principle was already valid for all school levels before and had created concrete references to specific school subjects, e.g. in primary schools in "Sachunterricht" (a subject that combines social and nature sciences) or in some other subjects. Nevertheless, it has set a milestone in better mainstreaming the issue. The aim now is to start citizenship education as early as possible, which until now was only properly anchored in secondary level 2.</p> <p>„Lowering the voting age to 16 makes sense from a democratic policy point of view if it is accompanied by a strategy to permanently involve young people in the political process.“</p> <p>(Source: PolicyBriefs, April 2018, Österreichische Gesellschaft für Europapolitik <a href="https://www.oegfe.at/policy-briefs/waehlen-ab-16/">https://www.oegfe.at/policy-briefs/waehlen-ab-16/</a>)</p>
<p><b>Dialectical dimension</b></p>	<p>Based on the documents, sources and the process of research (curricula, competencies, training, foundations, principles, etc.), we have already taken into account the dialectical dimensions in the respective points: Terminology, Citizenship Education as a separate school subject, training and professionalization (expertise) of teachers, etc.</p> <p>Nevertheless, some relevant viewpoints of the political debate can still be mentioned here.</p> <ul style="list-style-type: none"> <li>➤ There is a long-standing demand of the "Interessensgemeinschaft Politische Bildung" (IGPB), which is chaired by Dr. Kathrin Steiner-Hämmerle and which is in favor of a separate subject "political education" (=civic education/citizenship education) in schools.</li> </ul> <p><i>However, this is difficult to implement for many reasons. One reason, mentioned informally and without scientific background by Prof. Mittnik, is that if you add to the total canon of hours at schools, other teachers will also come and say they want to increase.</i></p> <ul style="list-style-type: none"> <li>➤ The problem of unqualified teachers in civic education prevails mainly among older teachers, like 50+. Many had no relevant training at all. Therefore, in the new 2016 curriculum, a large part has been devoted to the area of "political education" and there is also an emphasis on separating it from history.</li> <li>➤ Ethics classes are a questionable development in terms of civic education. Because religious teachers can teach ethics classes. Trained theologians have a different approach to political education. There is a danger that an ethics class replaces political education.</li> <li>➤ During the development of the "New Secondary Schools", which was initiated by the then Minister of Education Gabriele Heinisch-Hosek [Bundesministerin für Bildung und Frauen (2014 – 2016)] the curricula of the PH (University of Education) were changed, and from then on, they had to include political education. With this change, the teacher training academies were transformed into teacher training colleges (University of Education) and 2014, the Center for Civic Education was founded at the PH Vienna, Prof. Phillip Mittnik is in charge here.</li> <li>➤ Due to the reform of the curriculum in the teaching subject History and Social Studies/Political Education (GSKPB) in the school year 2008, the historical and political competences were implemented in the curriculum of the lower secondary school. The greater impetus for the transformation of teaching has been expected</li> </ul>

	<p>from the redesign of the Reifeprüfung/Matura/Abitur. Countless teacher training courses and central training seminars were held at the PH Vienna. A paradigm shift in history teaching from a strong content orientation to a competence orientation was to be achieved. For this purpose, an empirical survey was conducted by Prof. Philipp Mittnik, which investigated the extent to which the implementation of the competence-oriented curriculum is reflected in the Matura questions in the subject of history and social studies/political education in Austria in 2013. The central finding of the study is that the data- and fact-oriented and knowledge based assesment still shows absolute dominance today. Teaching history and social studies/political education in a way that stimulates students to think, that is technically exciting and that necessitates the development of students' own solution strategies should be the declared future goal.</p> <p>Source: <a href="#">4 2014.pdf (univie.ac.at)</a></p> <p>➤ There is a long tradition of civic education, culminating in the teaching principle in the 1970s. This is a compromise document that Black (ÖVP) and Red (SPÖ) negotiated with each other and therefore had an impact. More recent developments are somewhat held back by the fact that there is such a long tradition of historical-political education. But with the lowering of the voting age, this barrier has also been broken somewhat.</p>
<p><b>Relevant actors involved in the policies field analysed</b></p>	<p><b><u>Support structures - Strands for policies:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Zentrum POLIS</i> (<a href="http://www.aktionstage.politische-bildung.at/site/ueberuns/english">http://www.aktionstage.politische-bildung.at/site/ueberuns/english</a>) is an advisory centre and a comprehensive Austrian online information platform for education for democratic citizenship as well as human rights education. It contains advice on events and projects like the Austrian Citizenship Days etc., it develops new teaching materials for the classroom, it guides through curricula and basic principles on citizenship education, offers teacher training workshops and seminars, advises schools on the implementation of citizenship education in the classroom. Its establishment was initiated by the Austrian Ministry of Education (BMBWF).</li> </ul> <p>Among others the centre offers support for the SQA process (School quality in general education = school development process):</p> <ul style="list-style-type: none"> <li>• <i>Zentrum für Politische Bildung (ZPB) (Centre for citizenship education, University of Teacher Education Vienna</i> <a href="https://www.phwien.ac.at/die-ph-wien/institute/institut-fuer-uebergreifende-bildungsschwerpunkte-der-ph-wien/schwerpunktbereiche/zentrum-fuer-politische-bildung">https://www.phwien.ac.at/die-ph-wien/institute/institut-fuer-uebergreifende-bildungsschwerpunkte-der-ph-wien/schwerpunktbereiche/zentrum-fuer-politische-bildung</a></li> <li>• The foundation aims at better positioning and strengthening citizenship education, especially in teacher training. Domain-specific research is to be advanced through projects, but also through supervised bachelor's theses, national and international congresses and conferences.</li> <li>• <i>Department Didactics of citizenship education, Centre for teacher education, University of Vienna</i> <a href="https://lehrerinnenbildung.univie.ac.at/arbeitsbereiche/didaktik-der-politischen-bildung/">https://lehrerinnenbildung.univie.ac.at/arbeitsbereiche/didaktik-der-politischen-bildung/</a></li> <li>• The research focus of the department is on democracy didactics, civic awareness research, global citizenship education, inclusive civic education and human rights education.</li> <li>• <i>NCoC - Federal Centre for Social Learning (Bundeszentrum für Gesellschaftliches Lernen), University of teacher education Salzburg</i></li> </ul>

	The research and development centre contribute to sustainably improving the quality of history and political education and to making a contribution to scientific research, especially in the field of history and political didactics in Austria. Source: <a href="#">NCoC Programs   National Conference on Citizenship</a>
<b>Relevant policies development within the country</b>	<ol style="list-style-type: none"> <li><b>Zentrum polis</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li><b>National curricula</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> </ol>
<b>Key words</b>	Curricula, Civic Education, Political Education, Historical social studies, Democratic culture, intercultural competence, competence-oriented learning, teacher training, Ordinances.
<b>Suggestions for case studies</b>	<ol style="list-style-type: none"> <li>Title: <b>Open Mind - Learning to live democracy</b>  <b>Keywords:</b> Reference Framework of Competences for Democratic Culture, schools, national curricula, teaching programmes, school development, workshops.</li> <li>Title: <b>VOXMI-Schools</b> (acronym for „Learning and Experiencing Languages From and With Each Other“): Austrian school network (50 schools), coordinated by 3 universities of teacher education: <a href="https://www.voxmi.at/voxmi/english/">https://www.voxmi.at/voxmi/english/</a>  <b>Keywords:</b> plurilingualism, whole school approach - all types of compulsory schools - culture of peace- social cohesion in society - valuing and integrating all languages that children bring to school - multilingual society - digital media - against all forms of exclusion, racism and linguicism - engagement for democracy, human rights, global citizenship, social justice and educational equity</li> <li>Title: <b>Service Learning in higher education in Austria (policy development) and school network "Learning through Engagement" in Upper Austria (current project)</b>  <b>Keywords:</b> teacher training method, international approach to democracy education, social engagement, subject-specific learning, responsibility in the school environment, for all ages, subjects, types of schools, universities.</li> </ol>
<b>References</b>	References are integrated in the different parts of the document.

## SPAIN

## SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	Université Côte d’Azur (UCA)
<b>Contributor</b>	Catherine Blaya
<b>Research methods</b>	<p>Desk research on the ministry of education and vocational training (ministerio de educacion y formacion profesional; ministerio de educacion y deportes websites).</p> <p>An electronic scientific literature search was completed in the following databases: RESH (Revistas Españolas de Ciencias Sociales y Humanidades), revista de Educacion (Education journal). PsycINFO, PsychArticles, EMBASE, Scopus, Wiley online library, Social Science Citation Index, Science Direct, Google Scholar, Springer, Proquest, Scopus, Routledge, Sage, theses.fr, Cairn, Sage, and ERIC. We also searched the lists of references at the end of relevant papers we located in the first time. Grey literature was identified through online searches.</p> <p>The following terms were searched for in titles, abstracts and subject headings: Citizenship, democracy, civic AND Education, school, compulsory education, curriculum, policy AND Spain. The period of time for the study was 2015–2020 and the search was performed Spanish and English.</p>

## SECTION 2 – COUNTRY/ORGANISATION

<b>Country examined</b>	Spain
<b>General overview of the country policy development in the field of citizenship education</b>	<p>The Spanish compulsory education sector is structured as follows: primary and lower secondary education. There is also pre-primary education, upper secondary education (Bachillerato), vocational training, adult education, specialised education, and university education. It is ruled by the 2013 Education Act on the Improvement of the Quality of Education, modifying the 2006 Education Act.</p>
<b>Longitudinal dimension of the policy</b>	<p>In Spain education to citizenship includes interventions to prevent school dropout and marginalization within education. The concept of global citizenship is introduced, and school is considered as a key factor in the sense that its mission is to promote greater solidarity, a more inclusive, and sustainable society. As a consequence, teachers can exert a great influence.</p> <p>Democracy is rather new in Spain. However, during the XXth century, issues related to the national identity and citizenship were included in the political agenda from the Republican area but disappeared during the Franquist dictatorship. At that time, National-Catholicism infiltrated the schools through patriotic subjects that, with segregated teaching, sought to shape the minds of girls and boys. In secondary education, young people were taught a subject titled “<i>Formación del Espíritu Nacional y Formación Política</i>” (Formation of the National Spirit and Political training).</p> <p>From the <b>1970 Education Act</b>, civic education was included in the teaching of social sciences and was taught in the last three years of compulsory education. During the transition period towards democracy (from 1976), a subject called “living together in Democracy” (Convivencia en Democracia) was taught during the last years of compulsory education. The focus was not on teaching patriotism anymore but how to live together in a democratic system.</p> <p>From the <b>1990 Education Act</b>, it is reckoned that social and moral education constitute a key element of the educational process, which must allow students to act as responsible citizens</p>

This topic was introduced in the curriculum as a cross-cutting theme (**Royal Decree 1344/1991**).

The **Education Act of 2002** for quality in Education. In this perspective, the article 1b states that among the values to be transmitted, solidarity through the promotion of active participation of students in volunteer activities is to be part of their education. The Act suggests the inclusion of students in their school's activities as well as active participation in society as a means to ensure social cohesion. This Act was not implemented due to political changes in government. It was thus the 2006 Education Act that took over.

The **Education Act of 2006**, at which time the State places civic education within the curricular subjects and the Education Act for the Improvement of the Quality of Teaching of 2013, whose objective is to progress towards an improvement in educational quality have oriented the way education to citizenship was implemented in Spanish schools. This topic has not been introduced easily in the curricula and as we can see below, it generated oppositions in the Spanish society.

Education to citizenship and human rights (Educación para la Ciudadanía y los Derechos Humanos-EpC) was introduced for compulsory education in 2006 by the Royal Act 1513/2006 of 12/7/2006 for primary education and the Royal Act 1631/2006 of 12/29/2006 for secondary education.

The subject was being taught from the last years of primary education until the end of Secondary Education and was dedicated to the education to democracy and the learning of the national Constitution. Education for Citizenship aimed to promote the development of free and upright people through the consolidation of self-esteem, personal dignity, freedom and responsibility and the training of future citizens with their own criteria, respectful, participatory and supportive, that they know their rights, assume their duties and develop civic habits so that they can exercise their citizenship effectively and responsibly.

The subject complied with a recommendation of the Council of Europe in 2002, which stated that education for democratic citizenship was essential for the main mission of the Council, such as promoting a free, tolerant and just society, in addition to contributing to the defense of the values and principles of freedom, pluralism, human rights and the rule of law, which constitute the foundations of democracy. To this end, it recommended that the governments of the member states make education for democratic citizenship a priority objective of educational policies and reforms.

The introduction of Education for Citizenship aroused a notorious suspicion among conservative Spanish sectors, because they understood that the State assumed the moral education of individuals. The Catholics opposed to it, arguing it was totalitarian. On their side, the right-wing political parties accused that the left wing aimed to shape the consciences of the children. It was argued that it was intended to deprive parents of the right to decide the moral education for their children. This last point despite the fact that the Spanish Constitution declares clearly that compulsory education has as an object, the full development of the human personality in respect of the democratic principles of coexistence and fundamental rights and freedoms (art. 27, 2 ; art. 27.4). Underlying this opposition, there was the issue of homosexuality and homosexual marriage that was being discussed in the Spanish society at that time. Until 2013, the central government indicated that "Education for citizenship and human rights" was to be taught in the last cycle of primary education and during the first three years of secondary. Each Autonomous region was to decide in which year it was to be taught in their own area (usually the 5<sup>th</sup> and 8<sup>th</sup> grades).

	<p><b>The 2013 Education Act's</b> objectives are to reduce school dropout, to improve academic achievement and to comply with international standards as well as to improve employability and stimulate the entrepreneurial spirit of students.</p> <p>The subject became an elective as students in primary education have to choose between religious education and ethical education which means that students who opt for religious education are not to benefit from a common democratic ethical/civic training (Gracia &amp; Gonzalez, 2016) - (LOMCE – Ley Organica para la mejora de la calidad educativa –Education Act for the improvement of Education Quality, 2013). However, civic education is introduced as a transversal subject and the preamble of the Act, stresses that the preparation for active citizenship and the learning of social and civic competences are to be included in all the subjects throughout the learning process.</p>
<p><b>Dialectical dimension</b></p>	<p>As stated above, the education for citizenship was first a matter of strengthening patriotism and then was a conflictual and controversial issue between the various political parties of the country but also generated some opposition from part of some families who rejected the possibility that the State might interfere with the moral education of their children.</p> <p>Following the implementation of the 2006 Education Act, Arbués, Reparaz &amp; Naval (2012) completed a survey on the impact of the education for citizenship among students from secondary education in the area of Zaragoza. Their conclusions are that the impact was on knowledge and theoretical aspects of the subject, but the teaching had not impact whatsoever on behaviours.</p> <p>The 2013 Education Act aimed to replace the subject of Education for Citizenship and Human Rights with a newly created one called Civic and Constitutional Education, which “is free from controversial issues and susceptible to ideological indoctrination. As stated by its author, [A subject] relevant because [...] I believe that education has an essential function, and that is to train free and responsible citizens, with the capacity to be active subjects of our democratic society. Undoubtedly, this new Civic and Constitutional Education will serve that purpose, and not any other. " (Wert, 2012). It is to be stressed in the wake of Arbués and colleagues (2020) that the transversal approach to citizenship that does not include any formal evaluation process might not be effective for the learning and acquisition of new skills by students as it might facilitate a lack of involvement from part of the students but teachers too. Moreover, as shown by many meta-analyses and evaluations on the effectiveness of school-based interventions, that the interventions that are most effective are the ones that include the development of socio-psychological skills with participatory and active approaches that promote commitment, critical thinking and are implemented in collaboration with families (Blaya &amp; Debarbieux, 2008; Chappel &amp; al., 2015; Wilson et al., 2011)</p> <p>The temptation of the political use of the education for citizenship and to turn schools into an area of ideological struggle to promote the ideology of the dominant political group is an issue that is a concern of many societies, even more in a period of time when white supremacy and intolerance are on the rise.</p>
<p><b>Relevant actors involved in the policies field analysed</b></p>	<ul style="list-style-type: none"> <li>• Central government</li> <li>• Education Ministry</li> <li>• Autonomous Areas (Provincias Autonomas)</li> <li>• Parents associations</li> </ul>

<b>Relevant policies development within the country</b>	<p><b>1. Education act/Ministry of Education and Vocational Training</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><b>2. Spanish Agency for development and cooperation and Minsitry of Education and Vocational training launched jointly the “Vicente Ferrer Education National Award for development” in 2009 for the training of teachers and schools to promote citizenship.</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p>
<b>Key words</b>	National identity; democracy; civic education; constitution; social and civic values, social and civic competences.
<b>Suggestions for case studies</b>	<p><b>1. Community Service and Apprenticeship for education for citizenship (Aprendizaje-servicio para la educación para la ciudadanía)</b>  Keywords: Apprenticeship, active, society, education, citizenship.</p>
<b>References</b>	<p>Arbués, E., &amp; Naval-Duran, C. (2020). La educación cívica en España. Cinco últimas décadas de vicisitudes legislativas. <i>Cuestiones pedagógicas</i>, 2 (29), 92 - 103</p> <p>Arbués, E., Reparaz, C. y Naval, C. (2012). Los alumnos y la educación para la ciudadanía. Primeros resultados. <i>Revista Española de Pedagogía</i>, año LXX, 253, 417-439. <a href="https://bit.ly/3ppc7rj">https://bit.ly/3ppc7rj</a></p> <p>Arroyo, E., Crespo, B., Mancha, J. C. y Schugurensky, D. (2020). Prácticas innovadoras en educación ciudadana. ¿Qué dicen las revistas académicas españolas? <i>Revista Fuentes</i>, 22(2), 212-223. <a href="https://doi.org/10.12795/revistafuentes.2020.v22.i2.09">https://doi.org/10.12795/revistafuentes.2020.v22.i2.09</a></p> <p>DfEE/QCA (1998). <i>Education for Citizenship and the Teaching of Democracy in Schools</i>. DfEE/QCA.</p> <p>González Pérez, T. (2014). La educación cívica en España: retrospectiva y perspectiva. <i>Revista História da Educação</i>, 18 (42), 115-130. <a href="https://bit.ly/3kvHggz">https://bit.ly/3kvHggz</a></p> <p>Gracia, J. y González, V. (2016). Justificación filosófica de la educación en valores éticos y cívicos en la educación formal. Análisis crítico de la LOMCE. <i>Teoría de la Educación</i>, 28 (1), 83-103. <a href="https://doi.org/10.14201/teoredu201628183103">https://doi.org/10.14201/teoredu201628183103</a></p> <p>MEC (1992). <i>Educación moral y cívica. Transversales</i>. Ministerio de Educación y Ciencia.</p> <p>Pausch, M. (2016). Citizenship Education in Times of Crisis. <i>Foro de Educación</i>, 14(20), 3-9. <a href="https://doi.org/10.14516/fde.2016.014.020.001">https://doi.org/10.14516/fde.2016.014.020.001</a></p> <p>Pérez, T. G. (2014). La educación cívica en España: Retrospectiva y perspectiva. <i>Revista História da Educação</i>, 18(42), 115-130.</p> <p>Prats, E. (2012). ¿ Educación cívica o educación para la ciudadanía? Lo que acontece en Europa. <i>Identidades Culturales y Educación en la Sociedad Mundial</i>; González Faraco, JC, Ed. Web references:: <a href="https://www.educacionyfp.gob.es/inee/evaluaciones-internacionales/iccs.html">https://www.educacionyfp.gob.es/inee/evaluaciones-internacionales/iccs.html</a></p>

## FRANCE – Formal education

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	Université Côte d'Azur (UCA)
<b>Contributors</b>	Catherine Blaya; Alessandro Bergamaschi; Iman Ben Lakhdhar
<b>Research methods</b>	<p>The methodology applied to this research is carried out at two levels:</p> <ul style="list-style-type: none"> <li>➤ an institutional level, which has enabled us to identify educational policies relating to citizenship education. We consulted the websites <a href="http://eduscol.fr">eduscol.fr</a>, <a href="http://education.gouv.fr">education.gouv.fr</a>, <a href="http://legifrance.fr">legifrance.fr</a>, etc.</li> </ul> <p>For this level we carried out a web research on Google by the following keywords: “France école education citoyenneté”, “France education nationale citoyenneté”, “France formation enseignants citoyenneté”, “UE école éducation citoyenneté”, “programmes scolaires”</p> <ul style="list-style-type: none"> <li>➤ a scientific level which gave us access to the studies carried out on this issue. The search engines used were: Education Resources Information Center (ERIC), Google Scholar, Francis, Cairn, Persée, Erudit, Revues.org, Science Direct and Researchgate.</li> </ul> <p>As for this level, we carried out a web research by the following key-words: French citizen, French republican school, citizenship education, policies, teacher training. We worked from both primary and secondary as well as qualitative and quantitative sources.</p>

### SECTION 2 – COUNTRY/ORGANISATION

<b>Country examined</b>	France
<b>General overview of the country policy development in the field of citizenship education</b>	<p>As for France, the theme of citizenship is an important subject first of all in the republican philosophical tradition. It is a central subject in the Nicolas de Condorcet, Jean-Jacques Rousseau and, finally, Emile Durkheim’s thoughts. When France was constituted as a modern nation, the elites of the time prioritized finding a mechanism to perpetuate the values and beliefs that they decided best represented what it meant to be French. Durkheim in his essay “The Moral Education” (1902-3, 1925) suggested that the educational system be entrusted with this responsibility, saying that if “society must be learned”, it is the school that must perform this task. The mandate of schools subsequently included building a society that was anchored in the national dimension, indoctrinating the citizen in the republican spirit. The place of citizenship within formal education in France is tangible from the Third Republic onwards when we witness a strong comeback in civic education and education (law March 28, 1882).</p> <p>It is quite interesting that the country cradle of rationalism thought, where the primary goal of educational system is the transmission of the national creed – namely republican creed –, and that two centuries later gave birth to the Human Rights Declaration was also the host of the main contemporary councils about citizen education: the “Declaration of Paris” in 2015 where the fundamental values for the European Union as respect for human dignity, freedom (including freedom of expression), democracy, equality, the rule of law and respect for human right, were celebrated, and the Education and Training 2020 Working Group in 2016 a forum for exchange on the key policy issues highlighted in the Paris Declaration, mainly on citizenship, fundamental values and non-discrimination.</p> <p>Furthermore, it is important to note that France is one of the major immigration countries in Europe. Since contemporary times, hundreds of thousands of migrants have moved to France from its former colonies as well as from other continents. The social, cultural and economic repercussions linked to this phenomenon quickly highlighted the shortcomings of the Republican integration policies based on the principle of assimilationism, namely: the State</p>

	<p>only recognizes equal citizens abstraction made of their origins and no identity claim is considered by French law. The difficulties linked to the management of cultural diversity within French society are manifested implicitly in the request made to young people to incorporate Republican values as early as possible. An appropriation that must be done without a real critical thought. The school system is the key actor in this process.</p> <p>Nowadays, the main issue concerns the degree of adequacy between Republican values and the social and psychosocial condition of a significant part of its school population. These are mainly students with an immigrant background, both first and second or third generation, who find it difficult to identify with the Republican discourse focused on the ideas of universal egalitarianism and indifference to differences, because they are experiencing severe forms of social and educational segregation (Bergamaschi, Blaya, 2020a, 2020b).</p> <p>The difficulty of the Republican school - and of its institutions in a broader sense - lies in their difficulty to not concentrating the difficulties and the inequalities of school failure on the "immigrant minorities", in particular the groups from the former colonies. In other words, to not generate an ethnic penalty for these populations. This situation represents a flagrant contradiction to the enlightenment philosophy which animates the Republican idea of citizenship that the school must transmit.</p>
<p><b>Longitudinal dimension of the policy</b></p>	<p><b>Contextual elements</b></p> <p>In France, the introduction of citizenship education in the school curriculum is largely explained by the deleterious societal context that the country has been going through for several years: the problems of integration of immigrant populations in the 1960s, the economic crisis and the rising unemployment rate in the 1970s and 1980s, and the development of urban violence and delinquency in the 1980s. In addition, the terrorist attacks that have hit France (most recently in Nice in 2020) have created a strong sense of insecurity among citizens. These events have led to the adoption of a hostile attitude as well as a closure towards the Other and a questioning of republican values and more particularly of the place of the school on its capacity to transmit them.</p> <p><b>Offer and content for citizen education</b></p> <p>It's in this context that the importance of implementing a pedagogy of secularism was reaffirmed. Thus, since September 2015, primary and secondary school pupils in France now have "moral and civic education" on their timetable. The average teaching time allocated per year is one hour per week in primary school and one hour per fortnight in secondary school, or 300 hours over a school year.</p> <p>Moral and civic education in primary and secondary schools pursues three interrelated goals:</p> <ul style="list-style-type: none"> <li>• Respect others (their freedom, their religious convictions)</li> <li>• Acquire and share the values of the Republic which are freedom, equality, fraternity and secularism). From these values, solidarity, equality between men and women and the rejection of all forms of discrimination can be deduced.</li> <li>• Building a civic culture around four areas: sensitivity, rule and law, judgement and commitment.</li> </ul> <p>Curriculum for moral and civic education in high schools is an extension of curriculum for the whole of compulsory schooling and contributes to the building of pupils' civic awareness. The program associates each of the three levels of the school with a main theme: first, freedom, then society and finally democracy. They allow to approach the meaning and scope of the values of the republican motto: freedom, equality and fraternity, as the foundation of a democratic society.</p> <p><b>School staff training</b></p> <p>Citizenship education requires teacher training to work at two levels :</p>

	<ul style="list-style-type: none"> <li>• at a theoretical level in order to the term citizenship itself can be clarified at teacher level through a historical and conceptual approach (cf. Part I)</li> <li>• at a practical level, which means putting teachers in a position to debate using different protocols.</li> </ul> <p>Since 2013, the year where the training of primary and secondary teachers is ensured by the Ecoles Supérieures du Professorat et de l'Éducation – ESPE (since 2019 Institut National Supérieur du Professorat et de l'Éducation - INSPE), a university faculty under the authority of the Ministry of Higher Education and Research and the Ministry of National Education, has been instituted a block of disciplines called “tronc commun” which questions the main socio-educational issues related to republican citizenship, such as secularism and the values of the republic.</p> <p>In addition, many universities offer diplomas dedicated more specifically to the question of secularism, a sign of a desire to promote expertise and know-how in terms of teacher training open to the challenges of our time.</p>
<b>Dialectical dimension</b>	<ul style="list-style-type: none"> <li>• The emphasis that French institutions put on the cultural and identity dimension of national belonging develops an extreme sensitivity to any behavior suspected of being the spokesperson for any identity claim. This attitude has been reinforced since the “Grand débat sur l'identité nationale” (Big debate on national identity) promoted in 2009 by President Sarkozy. It was a debate / survey addressed to all institutions including schools, which questioned the idea of national French citizenship. The strong accent put on the identification with the republican values yielded a main perverse effect. The debate generated a deep questioning among many young people about the authenticity of their membership to the Nation and contribute to weaken this feeling. The category that felt the most targeted was that of young people from ethnic minorities, especially Muslims (Tiberj, 2017; Simon, Tiberj, 2017; Bergamaschi, Santagati, 2019; Bergamaschi, 2013).</li> <li>• A very dividing debate was the one about the scarf wearing at school developed since the late 80's. In 1989 a student was excluded from high school for the first time due to the wear of Muslim veil. In 1994, wearing ostentatious religious symbols was banned from schools by a ministerial decision. From 2004, school Principals have had the right to exclude students wearing headscarves (Law of 15 March 2004). The dominant position of the politicians and intellectuals were in favor of this measure for three main reasons: a) to defend the neutrality of the education system; b) to protect Muslim women from male's domination and patriarchalism; c) to fight against any religious fanaticism. Although exclusions from schools were scarce, following this measure, the side effect was to encourage families to lodge complains with the High Authority for Discrimination and Equality (Ichou, van Zanten, 2014). The moral and civic education courses then have the mission of transmitting the message that adherence to republican principles is an essential element in becoming a flourishing citizen and benefiting from the protection of the State.</li> <li>• Studies on what education for democratic citizenship could or should be analyze what each government understands by democracy and point out contradictions between respect for human rights, civic education, local concerns and the desire for a universalist discourse as well as for a rise in patriotism due to recent terrorist events. The debate on citizenship should be situated at the historical, political and philosophical level (Osler, 2009).</li> <li>• Moral and civic education as a subject, is criticized: it's the only compulsory subject in the curriculum for which there isn't dedicated teaching staff. Indeed, it's usually taught by history and geography teachers, with no specific initial training.</li> </ul>

	The issue of citizenship is particularly vivid in France. Recently, there was an attempt to introduce the same regulations concerning the wearing of visible religious belonging signs and more particularly in higher education. The amendments (28, 94, 555) to the recent bill titled "Respect for the principles of the Republic", tabled by the LR parliament members and aimed at prohibiting the wearing of the veil at the university were rejected on the 19 <sup>th</sup> of January 2021. As in some other countries, the issue of citizenship and education for citizenship in schools takes some political aspects.
<b>Relevant actors involved in the policies field analysed</b>	Ministry of National Education, school management staff, teachers, parents, pupils, associations
<b>Relevant policies development within the country</b>	<ol style="list-style-type: none"> <li>Since 1966, International Day against discrimination (march, 1<sup>st</sup>)  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>Since 2015, Citizen course (Education morale et civique)  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>Since 2013, Charter of secularism  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>From 2004, school principals have the right to exclude students wearing religious symbols in ostentatory way  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom</li> </ol> <p><i>Any others:</i> parents' toolkit, cultural diversity world day for dialogue and development (may, 21<sup>st</sup>), The Council of the Wise Men of Secularism</p>
<b>Key words</b>	Key words: education, school, pupils, citizen, citizenship, policies, diversity, secularism, discrimination, peace
<b>Suggestions for case studies</b>	<b>Not identified yet</b>
<b>References</b>	<p>AUDIGIER François (1999). <i>L'éducation à la citoyenneté</i>. Lyon : Institut national de recherche pédagogique (INRP).</p> <p>AUDIGIER François (2007). « L'éducation à la citoyenneté dans ses contradictions ». <i>Revue internationale d'éducation -Sèvres</i>, n° 44, p. 25-34.</p> <p>BANKS James A., MCGEE BANKS Cherry A. &amp; CORTES Carlos E. <i>et al.</i> (2005). <i>Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global World</i>. Washington : Center for multicultural education.</p> <p>BEN AYED, C. (2015). <i>La mixite sociale à l'école</i>. Paris: Armand Colin</p> <p>Bergamaschi, A., Blaya, C. (2020a). « Religions and Laïcité in the French republican school ». In Laura Zanfrini (eds), <i>Migrants and Religions : Paths, Issues and Lenses. A multidisciplinary and multi-sited study on the rôle of religious belongings in migratory and integration process</i>. Amsterdam: Brill, p. 752-767.</p> <p>Bergamaschi, A., Blaya, C. (2020b). <i>The French Case: Teacher Initiatives in a Difficult Context for Intercultural Education</i>. In Cinzia Pica-Smith, Carmen N. Veloria, Rina Manuela Contini (eds). <i>Intercultural Education: Critical Perspectives, Pedagogical Challenges, and Promising Practices</i>. Nova Scientific Press – Boston, p. 239-255.</p> <p>Bergamaschi, A. (2013). Adolescents and prejudice: A comparative study of the attitudes of two European adolescent populations regarding the issues that are raised by increasing cultural and religious pluralism. <i>International Journal of Intercultural Relations</i>, 37, 302-313.</p> <p>Bergamaschi, A., Santagati, M. (2019). When friendship is stronger than prejudice. Role of intergroup friendships among adolescents in two distinct socio-cultural contexts of immigration. <i>International Review of Sociology</i>, 29(1), 36-57.</p> <p>EURYDICE (2005). <i>L'éducation à la citoyenneté à l'école en Europe</i>. Bruxelles : Eurydice.</p>

HOSKINS Bryony, VILLALBA Ernesto, VAN NIJLEN Daniel & BARBER Carolyn (2008). *Measuring Civic Competence in Europe: A composite Indicator based on IEA Civic Education Study 1999 for 14 years old in School*. Ispra (Italie) : Institute for the Protection and Security of the Citizen: Joint research center.

Ichou, M., Van Zanten, A. (2014). France. In Peter, A. J., Stevens & Dworkin A. Gary, *The Palgrave Handbook of Race and Ethnic Inequalities in Education* (328-364), London: Palgrave McMillian.

LELEUX Claudine & ROCOURT Chloé (2010). *Pour une didactique de l'éthique et de la citoyenneté : Développer le sens moral et l'esprit critique des adolescents*. Bruxelles : De Boeck.

PAGONI Mara & HAEBERLI Philippe (2009). « Participation et éducation à la citoyenneté ». *Carrefours de l'éducation*, n° 28, p. 3-8.

SCHULZ Wolfram, AINLEY John, FRAILLON Julian *et al.* (2010). *Initial Findings from the IEA International Civic and Citizenship Education Study*. International Association for the Evaluation of Educational Achievement (IEA).

Simon, P. & Tiberj, V. (2017). *La fabrique du citoyen. Origines et rapport au politique en France*. INED, Documents de travail, 175.

Tiberj, V. (2017). *Les citoyens qui viennent: Comment le renouvellement générationnel transforme la politique en France*. Paris : Presses Universitaires de France.

## France – informal learning

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	FREREF
<b>Contributors</b>	Axel Joder, Liliane Esnault, Monica Turrini, Julie Raouane
<b>Research methods</b>	We carried out a web research on Lilo by the following key-words: “éducation civique informelle”, “éducation civique et sociale”; “éducation populaire civique”. We used primary sources from governmental agencies, European organisations, and local NGOs. We also used scientific literature from the pedagogical sciences field (Revue française de pédagogie, Revue vie sociale) found on Cairn with key word “éducation populaire”.

### SECTION 2 – COUNTRY/ORGANISATION

<b>Country examined</b>	France – informal learning
<b>General overview of the country policy development in the field of citizenship education</b>	This report is aimed to be complementary to the report on formal education in France. The latter report focuses on formal education within the frame of the “Education nationale”. This report focuses on the practices and policies developed within informal format and mostly in the associative sector.
<b>Longitudinal dimension of the policy</b>	<p>As explained in the formal education report, “place of citizenship within formal education in France is tangible from the Third Republic onwards”. However, formal and informal education both seized the issue of citizenship education at the broader meaning, mainly for the later, through the movement of “popular education”. Popular education cannot be clearly defined and has known various forms in France but also in other countries such as Latin America, that inspired each other’s. However, we are focusing in this report on the movements of popular education in France, which include various alternative education and pedagogical practices and theories related to philosophy, politics, sciences, sport, playful pedagogy, living-together (vivre-ensemble), lifelong learning, independent thinking, willingness and capacity to act (pouvoir d’agir) and popular culture.</p> <p>The premises of “popular education” started in the XIXth century from various political movements (laic republican; social Christian; revolutionary workers) which each implemented a kind of popular education, mostly targeting young people. During the XXth century, popular education movement is institutionalised through the format of “association” with the 1901 law. Associations could then ask for subventions from the State. The first “MJC” (Maison des Jeunes et de la Culture - House for Youth and Culture) appeared in 1948, issued from the Resistance movement. Since 1959, popular education lies under the authority of the Ministry of Youth and Sport. The institutionalisation of the popular education movement goes along some depolitisation of the original approach. Nowadays many activities of popular education are related to the field of cultural and social animation.</p> <p>National volunteering service “service civique” is a top-down policy created in 2010 and aiming at creating national cohesion and social mixity. This policy is following the end of mandatory military service for young male French citizens. This volunteering can last from 6 to 24 months within NGOs or Foundations considered of a “public utility”. The competences acquired during the civic service could be valorised within companies that willingly adhered to the Charta for the valorisation and sensitization to civil services within companies (<a href="#">la</a></p>

	<p><a href="#">Charte d'engagement pour la valorisation et la promotion du Service Civique en entreprise</a>. Volunteers can also turn to the Institute for engagement (Institut de l'Engagement – valorisons les parcours civiques) to be accompanied in elaborating their professional project (and sometime get financial support, contact with professionals and mentoring).</p> <p>Other initiatives related to volunteering can be apprehended in the global set of bottom-up and NGOs initiatives such as mentorship, tutorship, voluntary participation in work camp etc. All these initiatives have more or less the same aim to foster solidarity and belonging feelings, social and civic competences such as intercultural understanding and engagement for the community.</p>
<b>Dialectical dimension</b>	<p>Moral and civic education in formal education is often a topic seized by political parties and its forms and content change according to the political orientation of the government in power. Teaching of civic education, including freedom of speech and laicity, has come to the forefront of the public debate after the dramatic events of Conflans in October 2020. However, this debate does not impact as deep as in the Education Nationale the informal sector, as the civic education content offered by NGO is not the same as in formal education (and seize rarely the topic of laicity for instance). More and more NGOs seize the issue of climate change as a component of citizenship education and deliver specific pedagogical content about this theme.</p>
<b>Relevant actors involved in the policies field analysed</b>	NGOs' staff, Agence du service civique (under the guardianship of the ministry of national education, youth and Sports).
<b>Relevant policies development within the country</b>	<ol style="list-style-type: none"> <li>Popular civic education  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiatives <input checked="" type="checkbox"/> Bottom-up</li> <li>International volunteering / exchange  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>National volunteering  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> </ol>
<b>KEY WORDS</b>	Unformal, popular education, volunteering, international exchange, young,
<b>Suggestions for case studies</b>	<ol style="list-style-type: none"> <li>Title: Concordia Keywords: volunteering, young, international, unformal</li> <li>Title: Afev Keywords: mentorship, unformal, students</li> </ol>
<b>References</b>	<p><a href="https://www.service-civique.gouv.fr/page/organisation-de-l-agence-du-service-civique">https://www.service-civique.gouv.fr/page/organisation-de-l-agence-du-service-civique</a> la Charte d'engagement pour la valorisation et la promotion du Service Civique en entreprise  <a href="https://fr.wikipedia.org/wiki/Service_civique">https://fr.wikipedia.org/wiki/Service_civique</a>  <a href="https://www.engagement.fr/connaitre-linstitut/nos-programmes/">https://www.engagement.fr/connaitre-linstitut/nos-programmes/</a>  <a href="https://www.lesechos.fr/monde/europe/leurope-la-grande-oubliee-des-programmes-scolaires-1276989">https://www.lesechos.fr/monde/europe/leurope-la-grande-oubliee-des-programmes-scolaires-1276989</a>  <a href="https://www.liberation.fr/debats/2018/07/11/education-civique-nouveaux-programmes-vieille-morale_1665811">https://www.liberation.fr/debats/2018/07/11/education-civique-nouveaux-programmes-vieille-morale_1665811</a>  <a href="http://www.education-populaire.fr/histoire-education-populaire/">http://www.education-populaire.fr/histoire-education-populaire/</a>  <a href="https://fr.wikipedia.org/wiki/Maison_des_jeunes_et_de_la_culture">https://fr.wikipedia.org/wiki/Maison_des_jeunes_et_de_la_culture</a>  Citizenship Education in Europe – Eurydice 2012  Framework for action SDG 4</p>

## BELGIUM

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	International Institute of Humanitarian Law
<b>Contributors</b>	Claudio Dondj, Irene Baraldi, Chiara Banaudi
<b>Research methods</b>	Researchers made use of qualitative research methods, referring to both primary and secondary sources.

### SECTION 2 – COUNTRY/ORGANISATION

<b>Country examined</b>	Belgium (Wallonia-Brussels Federation)
<b>General overview of the country policy development in the field of citizenship education</b>	<p>Currently, citizenship education in the Wallonia-Brussels Federation is understood as education both in the capacity to live together harmoniously in society and in the capacity to develop both as a person and as a citizen, subject of rights, and of duties, free, responsible, united, autonomous, inserted in society and capable of critical thinking and philosophical questioning. It includes issues related to the management of the “city” but also related to philosophical and ethical topics.</p> <p>Citizenship education also includes:</p> <ul style="list-style-type: none"> <li>● Well-being education (emotional relationships and the acquisition of preventive behaviors in terms of health and safety for oneself and others)</li> <li>● Sustainable development (education for sustainable development and lifestyles)</li> <li>● Human rights, gender equality, promotion of a culture of peace and non-violence</li> <li>● Global citizenship</li> <li>● Appreciation of cultural diversity</li> </ul> <p>The Government has currently instituted an online platform where many resources on citizenship education are available.  <a href="http://www.enseignement.be/index.php?page=0&amp;navi=4033">http://www.enseignement.be/index.php?page=0&amp;navi=4033</a></p> <p><b><u>Main policy on citizenship education</u></b></p> <p><b>October 2015:</b> the Government of the Wallonia-Brussels Federation approved the introduction in compulsory public education institutions of a new teaching course entitled “<b>Philosophy and Citizenship</b>” (philosophie et citoyenneté).</p> <p><b>July 2016:</b> the teaching was officially introduced by a <b>Decree</b> entitled “Décret relatif à la mise en œuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire”. The Course has been implemented at primary level from September 2016 and at secondary level from September 2017. (<a href="https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf">https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf</a>)</p> <p>The Decree introduces a <b>compulsory hour of philosophy and citizenship education in official education. Students can opt for an additional hour of philosophy and citizenship education by choosing it instead of the course on religion and secular morals.</b> This course becomes in fact optional and is reduced to one hour of lessons per week.  <a href="https://ligue-enseignement.be/philosophie-et-citoyennete-a-lecole-de-la-democratie/">https://ligue-enseignement.be/philosophie-et-citoyennete-a-lecole-de-la-democratie/</a></p> <p>The main objective of the course is the <b>development of students’ knowledge and competences in relation to philosophy, citizenship and democracy education.</b> The decree gives provisions on the curriculum, teachers training and professional development.</p>

	<p><a href="https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en">https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en</a></p> <p><b>Teachers materials and trainings</b></p> <p>Until 2020, teachers in charge of this course should have at least a <b>bachelor's degree and a training on "neutrality" of 24 hours</b> provided by the "enseignement de Promotion sociale". (<a href="https://www.laicite.be/app/uploads/2016/11/cours-de-philosophie-et-de-citoyennete-faq-2016.pdf">https://www.laicite.be/app/uploads/2016/11/cours-de-philosophie-et-de-citoyennete-faq-2016.pdf</a>). After 2020, they must have passed a <b>certificate in didactics from philosophy and citizenship</b>.</p> <p>Right after the introduction of the law, priority was given to teachers of ethics and religion who lost course hours due to the reform. In order to teach the course Philosophy and Citizenship teachers are provided with a <b>guide</b>.</p>
<p><b>Longitudinal dimension of the policy</b></p>	<p>Throughout the years, many initiatives in the field of responsible citizenship and development education have been implemented in the Wallonia-Brussels Federation:</p> <ul style="list-style-type: none"> <li>• In <b>2007</b>, the Government approved a <b>decree on the obligation for schools to organise interdisciplinary activities for a responsible and active citizenship</b>. Among other activities, election of class representatives and council of pupils were promoted.</li> <li>• In <b>2009</b>, the Government passed another <b>decree on the remembrance of genocide crimes, crimes against humanity, war crimes and acts of resistance</b>.</li> </ul> <p>An inter-network unit, 'Democracy or Barbarism' co-ordinates citizenship education issues.</p>
<p><b>Dialectical dimension</b></p>	<ul style="list-style-type: none"> <li>• <b>Lack of uniformity of civic education teaching.</b> The course is often adapted to the local contexts and realities. The fact that the teaching of civic education changes according to the different local contexts (in which children live) and priorities/needs risks <b>not establishing common points in training students</b>.</li> <li>• <b>Unequal distribution of hours of civic education teaching</b> In public schools, given that the second hour of civic education teaching is not compulsory, there is an unequal distribution of civic education classes according to the students. A debate in Parliament on the extension to two compulsory hours of the course in Philosophy and Citizenship (Parliamentarian group "Reformist Movement) is taking place. In free schools ("écoles libres"- the ones which are financed by private associations, especially Catholic ones) civic education teaching represents a transversal subject, because those schools kept 2 hours of religion class per week.</li> <li>• <b>Debate on the importance of teachers' neutrality</b> Because of the issue of neutrality, <b>first cycle teachers can't teach both civic education and religion/moral classes</b> within the same school; for that reason, they are obliged to work in different schools. <b>Second cycle teachers can teach both civic education and religion/moral classes within the same school</b>, because students (which are older than their colleagues of the first cycle) are considered more able to distinguish the differences between the two subjects and teacher's neutrality.</li> </ul> <p><u>Strong points, according to the public opinion:</u></p> <ul style="list-style-type: none"> <li>• "La Revue Questions Vives" → it was founded in 2002 by "Annoncer la couleur" and the French-speaking Belgian section of Amnesty International, "Radio-Télévision Belge Francophone" and "Conseil Supérieur de l'éducation aux médias" (CSEM). This web-site is a platform where all the current (national and international) events (within the space of 36 hours from their occurrence) happened, are collected. Each issue is analysed through two different sections. The first one ("facts") consists of a detailed description of the event occurred, written by a journalist. The second section ("think facts") is composed of insights, devoted to personal reflections and debates. Teachers who subscribed to this platform, will directly receive this form as soon as (or within 36 hours)</li> </ul>

	<p>events occur and they may use them to encourage children to start debates on those actual controversial themes.</p> <ul style="list-style-type: none"> <li>• Practical dimension of civic education → children are involved as active actors. Debates on actual controversial issues help children to become more open-minded and better prepared to face and react to the world's challenges.</li> </ul>
<b>Relevant actors involved in the policies field analysed</b>	Government of the Wallonia-Brussels Federation, teachers, students
<b>Relevant policies development within the country</b>	<p>1. Décret relatif à la mise en oeuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire D. 13-07-2016 M.B. 10-08-2016 - <a href="https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf">https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf</a></p> <p><input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p>2. Décret relatif à l'organisation d'un cours et d'une éducation à la philosophie et à la citoyenneté <a href="https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf">https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf</a></p> <p><input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p>
<b>Key words</b>	Citizenship education, well-being education, sustainable development, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity
<b>Suggestions for case studies</b>	<p>1. Title: <b>Annoncer la couleur</b>  <a href="https://www.annoncerlacouleur.be/">https://www.annoncerlacouleur.be/</a>  <a href="https://www.acodev.be/book/export/html/25132">https://www.acodev.be/book/export/html/25132</a></p> <p>Annoncer la couleur is the federal education program to the global citizenship (ECM) of the Belgian Cooperation Development, coordinated by the Belgian Agency for Development, Enabel. It aims to anchor and strengthen education to global citizenship in Belgian education.</p>
<b>References</b>	<p>AgensIR (2016) 'In Belgium religion is a feared subject. Philosophy and citizenship courses in schools   AgensIR', <i>SIR - Servizio Informazione Religiosa</i>, 9 September. Available at: <a href="https://www.agensir.it/europa/2016/09/09/in-belgium-religion-is-a-feared-subject-philosophy-and-citizenship-courses-in-schools/">https://www.agensir.it/europa/2016/09/09/in-belgium-religion-is-a-feared-subject-philosophy-and-citizenship-courses-in-schools/</a> (Accessed: 10 February 2021).</p> <p>'Décret relatif à la mise en oeuvre d'un cours de philosophie et de citoyenneté dans l'enseignement fondamental ainsi qu'au maintien de l'encadrement pédagogique alternatif dans l'enseignement secondaire' (2016). Available at: <a href="https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf">https://www.gallilex.cfwb.be/document/pdf/42840_000.pdf</a>.</p> <p>'Décret relatif à l'organisation d'un cours et d'une éducation à la philosophie et à la citoyenneté' (2015). Available at: <a href="https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf">https://www.gallilex.cfwb.be/document/pdf/41979_000.pdf</a>.</p> <p>Delgrange, X. (2018) 'La Belgique francophone accouche douloureusement d'un cours de philosophie et de citoyenneté non désiré par tous', <i>Revue du droit des religions</i>, (5), pp. 107–132. doi: <a href="https://doi.org/10.4000/rdr.397">10.4000/rdr.397</a>.</p> <p>Doe, J. (2017) <i>Teaching and Learning in General Lower Secondary Education</i>, Eurydice - European Commission. Available at: <a href="https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en">https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-3_en</a> (Accessed: 10 February 2021).</p> <p>Enabel (2020) « Questions vives » : élever le débat avec ses élèves, Enabel - Agence belge de développement. Available at: <a href="https://bit.ly/3jeo53e">https://bit.ly/3jeo53e</a> (Accessed: 10 February 2021).</p> <p>Enseignement.be (no date) <i>Enseignement.be - Éducation à la citoyenneté</i>. Available at: <a href="http://www.enseignement.be/index.php?page=0&amp;navi=4033">http://www.enseignement.be/index.php?page=0&amp;navi=4033</a> (Accessed: 10 February 2021).</p>

Jadot, M. V. et E. (no date) *Quelle éducation à la citoyenneté à l'école ?*, *Revue Démocratie*. Available at: [http://www.revue-democratie.be/index.php?option=com\\_content&view=article&id=1342:quelle-education-a-la-citoyennete-a-l-ecole&catid=15&Itemid=148](http://www.revue-democratie.be/index.php?option=com_content&view=article&id=1342:quelle-education-a-la-citoyennete-a-l-ecole&catid=15&Itemid=148) (Accessed: 10 February 2021).

La Ligue de l'Enseignement (2018) *Philosophie et citoyenneté: à l'école de la démocratie*, *La Ligue de l'Enseignement*. Available at: <https://ligue-enseignement.be/philosophie-et-citoyennete-a-lecole-de-la-democratie/> (Accessed: 10 February 2021).

Laicite.be (no date) *Le cours de philosophie et de citoyenneté. FAQ*.

Open edition (no date) *Questions Vives*. Available at: <https://www.openedition.org/8600> (Accessed: 10 February 2021).

## Germany

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	<i>polis</i> – the Austrian Centre for Citizenship Education in Schools
<b>Contributors</b>	Patricia Hladschik
<b>Methodology used to conduct the research</b>	Desk research; official documents; website of the Federal Agency for Civic Education ( <a href="http://www.bpb.de">www.bpb.de</a> )

### SECTION 2 – COUNTRY/ORGANISATION

<b>Country analysed</b>	Germany
<b>General overview</b>	<p>Citizenship education in Germany is organized on a federal basis. Since the federal states are responsible for education in Germany, there is no uniform picture, neither for the curricula, nor for the subject titles and the number of hours that are provided for the subject, nor for teacher training. This also applies to citizenship education.</p> <p>Citizenship education is one of the young school subjects. It was only created After the Second World War.</p> <p>A German speciality: citizenship education is enshrined in the federal constitution. There are two school subjects with „constitutional status“, which means that these subjects are largely protected from being abolished or fundamentally changed: (1) religious education, (2) the educational task of "citizenship education".</p> <p>German history is also reflected in the history of a very important actor in civic education, the Federal Agency for Civic Education (<a href="http://www.bpb.de">www.bpb.de</a>). It was founded in 1952 as the "Bundeszentrale für Heimatdienst" (Federal Agency for „Homeland Service“), an institution that reports to the German Ministry of the Interior. In 1963 it received its current name and was renamed the Federal Agency for Civic Education. The institution should anchor the democratic idea in the population and counteract totalitarian aspirations. The Federal Agency with its several hundred employees is not primarily responsible for citizenship education at schools, as education is in the responsibility of the federal states. It addresses the broad public, e.g. the Agency has its own publishing house that offers a comprehensive range of political non-fiction and specialist literature at extremely favourable conditions to everybody (books that regularly cost 25 euros in stores are available from the bpb for 3 to 4 euros). Nevertheless, many of their offers are aimed at schools.</p> <p>In addition to the federal agency, there also state agencies for citizenship education in the federal states, which are mainly addressing schools and teachers. There is also a lively scene of NGOs offering support to teachers and schools.</p> <p><b>How to become a teacher in Germany</b></p> <p>The German educational systems foresee a very long initial teacher education phase (at least five to seven years) and little obligation to continued training – very similar to Austria.</p> <p>Teacher training differs in each state, but there are educational standards of the „Conference of Ministers of Education and Cultural Affairs“ for the educational sciences and the subject-related requirements, also for Citizenship Education.</p> <p>Education</p> <ul style="list-style-type: none"> <li>• First phase: university studies (usually completed after at least nine or seven semesters with the first state examination or the Master of Education)</li> </ul>

	<ul style="list-style-type: none"> <li>• „Referendariat“/preparatory service: second phase between 18 and 24 months, practical training with seminars, „internships“/peer-training at schools and own teaching. The completion of this phase is achieved through the "Second State Exam".</li> </ul> <p>Training</p> <ul style="list-style-type: none"> <li>• Teachers' advanced training; sometimes referred to as the “third phase” of teacher training</li> <li>• In-service training for teachers as a special form of teacher training with the acquisition of new teaching qualifications (e.g. additional teaching subject, qualification as an advisory teacher ... via exams, certificates) by the state institutes of the federal states or universities</li> <li>• In almost all federal states, teacher training is differentiated according to school type and school level.</li> </ul> <p>Politische Bildung: Lehramtsausbildung. CC BY-NC-ND 3.0 DE , Peter Henkenborg, Uwe Gerhard für bpb.de, <a href="https://www.bpb.de/gesellschaft/bildung/politische-bildung/193798/lehramtsausbildung">https://www.bpb.de/gesellschaft/bildung/politische-bildung/193798/lehramtsausbildung</a></p> <p>Politische Bildung: Bildungsaufgabe und Schulfach. CC BY-NC-ND 3.0 DE, Joachim Detjen für bpb.de, <a href="https://www.bpb.de/gesellschaft/bildung/politische-bildung/193595/bildungsaufgabe-und-schulfach">https://www.bpb.de/gesellschaft/bildung/politische-bildung/193595/bildungsaufgabe-und-schulfach</a></p>
<p><b>Dialectical dimension</b></p>	<p>Very intense debate about civic education, which was/is the standard in most schools, versus democratic education in Germany:</p> <p>Due to the increasing right-wing extremism in German society – especially among young people – in the 1990s, the federal-state commission launched the „BLK program learning and living democracy“ in 2002, in which 13 federal states took part. Good examples of extensive democratic school practices have been established in around 130 schools. In 2005 the German Society for Democratic Education was founded, which aims to promote networking between relevant actors and strengthening democratic education. In 2009, the German Conference of Education Ministers adopted a declaration on strengthening democratic education, which was updated in 2018. A specialist conference of the federal states took place in Potsdam. The program „Living Democracy!“ of the BMFSFJ has been promoting civil society projects that advocate for democracy, diversity and against misanthropy since 2015.</p>

<b>ITALY</b>	
<b>SECTION 1 – PARTNER INFORMATION</b>	
<b>Name of the partner</b>	International Institute of Humanitarian Law
<b>Contributors</b>	Irene Baraldi, Chiara Banaudi, Claudio Dondi
<b>Research methods</b>	<p>This work was carried out through qualitative research methods.</p> <p>To conduct the research, researchers made use of both primary and secondary sources:</p> <ul style="list-style-type: none"> <li>• Primary sources: to elaborate this work, the authors referred to law texts, radio interviews and official documents delivered by the Ministry of Education or other entities, such as the Higher Council of Public Education.</li> <li>• Secondary sources: newspapers articles and online articles were also referred to in conducting the research.</li> </ul>
<b>SECTION 2 – COUNTRY/ORGANISATION</b>	
<b>Country examined</b>	Italy
<b>General overview of the country policy development in the field of citizenship education</b>	<p>As the Eurydice report states, ‘empirical research has shown that different European countries emphasise different aspects or types of citizenship through education’ (Eurydice, 2017, p. 20). In the Italian context, the debate concerning citizenship education has mainly focused on the teaching of civic education. The most recent policy development in the field of citizenship education in the Italian national context is represented by <b>Law No. 92 of 20<sup>th</sup> August 2019, entitled “Introduction of civic education teaching”</b>. The Law No. 92/2019 extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject. In the months following its approval, other documents were implemented: <b>(1) the Ministerial Decree n. 35/2020 (June) “Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019”</b> and its three annexes; <b>(2) the Protocol n. 19479/2020 (July) “National Teacher Training Plan”</b>. The last most recent policy development in this field is a drafted decree of the Ministry entitled <b>“School-territory collaborations for the implementation of extra-scholastic experiences of civic education”</b>, approved on 21st December 2020. This document will be further analysed at the end of this section.</p> <p>These documents together represent the newest Italian policy development on civic education teaching. In this framework, civic education teaching is intended as the teaching of the Italian Constitution, the European Union institutions, legality principles, digital and active citizenship, environmental sustainability, topics surrounding health and wealth of the person (art. 1, 2, 92/2019). According to art. 1 of the Law, civic education is considered fundamental towards the formation of active and responsible citizens, as well as towards the promotion of a full and informed civic, cultural and social life of the communities. In other words, the law aims to sensitize and train students on the issue of citizenship both in the EU context and at the national level, focusing especially on those issues which are more significant for Italy.</p> <p>To lead students to responsible citizenship, the law encourages collaboration between schools and families, and it includes the need for extracurricular activities such as volunteering and other initiatives that promote active citizenship.</p> <p><b><u>Civic education teaching programme</u></b></p> <p>According to the Law, civic education teaching is shaped around three main thematic areas:</p> <ol style="list-style-type: none"> <li>1) CONSTITUTION</li> <li>2) SUSTAINABLE DEVELOPMENT</li> </ol>

### 3) DIGITAL CITIZENSHIP EDUCATION

More specifically, the programme has to encompass the following topics:

1. Constitution, Italian Institutions, the European Union system, history of the Italian flag and of the Italian anthem;
2. The 2030 Agenda for sustainable development;
3. Digital citizenship education;
4. Fundamental rights, with a specific focus on labour law;
5. Environmental education, eco-sustainable development, and protection of environmental heritage, of identities, of productions and of territorial and agro-food excellence;
6. Legality education and fight against mafia organisations;
7. Cultural heritage education;
8. Basic education to civil protection.

In the Guidelines, more specific **learning objectives** are identified.

**For the first cycle**, the student must acquire knowledges and competences in the following fields: taking care of oneself, of the community, of the environment; awareness of principles of solidarity, equality and respect for diversity; understanding of the concepts of State, Region, Metropolitan City, Municipality and Municipalities; knowledge of the Italian Constitution and the International Charters, in particular of the Universal Declaration of Human Rights; the need of an equitable and sustainable development, respectful of the ecosystem; ability to recognise energy resources, recycling activity; ability to safely surf the net, recognise fake news and apply privacy rules.

**At the end of the second cycle**, students are required to know the constitutional and administrative organization of Italy, EU values and international legal systems; be aware of democratic values and rules; properly exercise participation methods; become aware of the situations and forms of youth and adult distress in contemporary society and behave in a way that promotes physical, psychological, moral and social well-being; respect the environment, take care of it, preserve it, improve it, assuming the principle of responsibility; be aware of eco-sustainable development and respect for nature; respect and enhance the cultural heritage and common public goods.

#### **Structure of civic education teaching**

As stated by the Law, civic education teaching is compulsory for both the first and the second cycles of education<sup>1</sup>. Each course must include a mandatory minimum of **33 hours per year**. The legislation also granted an autonomy quota to schools to let them modify their regular curricula to achieve this new timetable.

- **First school cycle.** In the first school cycle civic education is considered a transversal subject: there is no coordinator for civic education and each teacher is required to teach civic education. At the end of each semester, the team class will meet to assess each student's work and commitment to the subject.
- **Second school cycle.** For the second school cycle, civic education teaching is assigned to teachers authorized to teach legal and economic disciplines. In case there are no teachers qualified to teach legal and economic disciplines within the class council, civic education teaching will be assigned jointly to several teachers, competent for the different learning objectives/outcomes shared in the planning stage by the respective class councils. In both

<sup>1</sup> At the kindergarten level, activities aiming to sensitize children towards responsible citizenship are encouraged.

cases, each class must have a coordinating teacher. Each student will have a final vote in civic education.

### **Teachers training**

The law also comprises teachers training provisions with the **National Teacher Training Plan (Prot. n. 19479/2020)**, approved in July 2020. According to the Plan, “an adequate training of civic education teachers on the objectives, contents, methods, didactical practices [...] is necessary”.

As stated in the Plan, teachers training must be organised as follows: training modules are addressed to the teacher in charge of coordinating civic education teaching (the so-called “coordinator”) and include 10 hours of training. After the training, the coordinator will organise a 30-hour training for the other teachers in charge of teaching civic education. As a result, the training consists of 40 hours.

The training will cover the following topics:

1. The analysis of the three central concepts, their interconnectedness and transversality;
2. The inclusion of concrete examples of civic education teaching in accordance with the objectives of the guidelines provided by the law;
3. The proposal of assessment grids of students’ competences as regards civic education learning
4. The implementation of efficient coordination between teachers in civic education teaching.

The law allocates €4 million per year for teachers training on civic education starting in 2020 (these funds are taken from the previous law “La Buona Scuola”). Each training would cost € 3200.

### **Governance of National Teacher Training Plan**

According to the Protocol, the governance of the Training Plan is structured as following:

1. **The technical-scientific Committee:** this Committee is in charge of supporting and accompanying the implementation of the Law through the dissemination of steering documents, specific in-person and on-line seminars.
2. **Research and Innovation Institute for the Italian School - Indire:** the institute supports the technical scientific Committee in the seminar organization activities and actions monitoring, collects the best territorial practices and creates a standardized document repository to be made available to each school.
3. **The Regional School/Education Authority :** this authority is in charge of coordinating the actions at the regional level.
4. **“Coordinating schools” (Scuole-polo):** each “coordinating school”<sup>2</sup> is in charge of managing the initiatives for the formation. In this regard, Coordinating schools have to collect the names of the referees for civic education teaching and they have to insert the training initiatives on the Ministerial website [Sofia.istruzione.it](http://Sofia.istruzione.it). The Coordinating schools will also have to send to the regional School Authority the program of training initiatives, which could be monitored by the technical-scientific Committee.

### **Other elements of the law**

The law also includes the establishment of Good Civic Education Practices archive, which would include the best experiences in the field of civic education for each degree of education. Experiences on civic education teaching will be collected at the following link: [https://www.istruzione.it/educazione\\_civica/esperienze.html](https://www.istruzione.it/educazione_civica/esperienze.html).

<sup>2</sup> Schools belonging to the same area have identified a Scuola-polo in charge of Teachers Training. They oversee the planning and the organisation of training activities; guaranteeing the correct administrative and accounting management of training initiatives; interfacing with the Regional school Authority for monitoring and reporting activities.

The law also established a biannual Ministerial report on the implementation of Law No. 92 to be submitted to the Parliament.

**Working Law proposal: School-territory collaborations for the implementation of extra-curricular experiences of civic education**

According to art. 8 of Law No. 92/2019, extra-curricular experiences must be included in the teaching of civic education. This can be promoted by agreements between Third Sector Bodies and school institutions. In order to organise these collaborations, the Ministry of Education proposed a draft of Decree which was evaluated in December by the Higher Council of Public Education. The Higher Council has positively evaluated this policy development since it would offer students the possibility to develop experience-based skills in accordance with the Guidelines. Nevertheless, the Council has also highlighted the necessity to clarify the relationship between extracurricular activities and the 33 hours of civic education curriculum. This law is currently being evaluated by the government.

<p><b>Longitudinal dimension of the policy</b></p>	<p>Historically, the introduction of civic education teaching in schools goes back to the 50s thanks to the Minister of Education Aldo Moro. In 1990 the Italian Government removed the subject from the curricula. It was only in <b>2008</b> that the Minister of Education Mariastella Gelmini reintroduced it by promoting the programme “<b>Citizenship and Education</b>”, which, however, was not compulsory, and its teaching was discretionary to the teachers (Il sole 24 ORE, 2019a). Because of the discretionary feature of the “Citizenship and Education” programme, each school maintained a high degree of autonomy, which prevented the identification of generalised objectives and learning outcomes (Eurydice, 2017). It was in fact ‘up to schools to define specific objectives or learning outcomes for citizenship education’ (p. 58).</p> <p>In <b>2015</b>, the so called “<b>La Buona Scuola</b>” reform, Law No. 107/2015, was approved. The Law, which was characterised by a “<b>whole-school approach</b>”, constituted a substantial reform of the national education system. Although the law did not mention civic education, it formally recognised the role of schools in citizenship education and in teaching social, civic and intercultural competences (knowledge and skills) for all education levels (Eurydice, 2017). Even in this law, schools maintained autonomy in the reaching of these learning outcomes (Ibidem). As stated in Eurydice report, ‘the whole-school approaches are encouraged through Law No. 107 of 13<sup>th</sup> July 2015, to promote a cohesive, collective and collaborative school model. Each school is free to establish cooperation with families, local communities and different stakeholders, including public authorities, businesses, NGOs and communities. The intention is to better target educational provision and services to local needs and circumstances, and to foster the active participation of students in society’ (p. 88).</p> <p>In the following years (and even before), reforming civic education teaching has been one of the most recurrent discussion issues. Throughout the years, various law proposals were promoted, and the resulting <b>Law No. 92/2019</b> ended up being a compromise of a series of policy proposals and developments from all parties.</p> <p>The first draft of the law was conceived by exponents of the <b>League party</b>. In December 2018, the Minister of Education Marco Bussetti, together with the Minister of the Interior Matteo Salvini and the Minister of the Family Lorenzo Fontana, proposed a law which would make civic education compulsory in every school. According to the proposal, civic education would be taught through a series of civic education projects in primary schools, while a more structured teaching would be promoted in secondary schools, with 33 hours of teaching per year. The subject would also be part of the final exam of both primary and secondary schools. In this first draft, the topics of civic education teaching were fighting against <b>bullying and cyberbullying, road safety education, environmental sustainability education, drugs and alcohol addiction</b> (la Repubblica, 2018). On the 2<sup>nd</sup> May 2019 the bill No. 682 on civic education teaching as a separate and compulsory subject was approved by the Chamber of Deputies. After that, the Parliament approved the final version of the text on 20<sup>th</sup> August 2019 and the law was officially published in the Official Journal as Law No. 92/2019 (Eurydice, 2017). The law was supposed to enter into force on 5<sup>th</sup> September. However, the <b>Higher Council of Public Education postponed the implementation of the law to the following year</b> since the school year had already started and there was not enough time to fully prepare programs and train teachers (Corriere della Sera, 2019a).</p> <p>In these same days, there was a change of Government in Italy and also and the Minister of Education changed. Mr. Lorenzo Fioramonti, from the Five Star Movement, became Minister of Education. Mr Fioramonti was strongly committed to include in civic education curricula a strong <b>focus on environmental sustainability education</b>, which, in his idea, would have become the “<b>feu rouge</b>” of civic education teaching (la Repubblica, 2019).</p>
--	---

	<p>However, he did not manage to achieve this goal, since he resigned after only a few months, in December 2019, denouncing the <b>lack of funding</b> from the Government to the Italian Education system (Corriere della Sera, 2019b). After Fioramonti, Lucia Azzolina became the new Minister of Education who promoted the Guidelines mentioned before through Ministerial Decree in June 2020,</p>
<p><b>Dialectical dimension</b></p>	<p>The Law No. 92/2019 and the following documents received many diverse reactions coming from different stakeholders of the Italian society, receiving both positive and negative feedback.</p> <p><b><u>Parliament and political parties</u></b></p> <p>The law proposal was appreciated by all parliamentary groups and it was approved with no votes against and 38 abstentions, from the centre-left party, the Democratic Party (PD). The party decided to abstain to denounce some issues concerning the law (Il Sole 24 ORE, 2019b; Senato.it, 2019):</p> <ol style="list-style-type: none"> <li>(1) <b>The lack of funding to teachers training:</b> According to the vice Minister of Education Anna Ascani (PD) although almost €4 million will be destined to teachers training, teachers are around 1 million and therefore only 1 euro per teacher is used to train them (Radio Radicale, 2019). On the PD website, the Education Officer of the Party Camilla Sgambato accused the Government of propaganda affirming that it is inconceivable to reform the educational sector without providing for funds (Partito Democratico website, 2019).</li> <li>(2) <b>The hour/session for teaching civic education per week will be taken away from other subjects hours/session,</b> which, according to Ms Simona Malpezzi (PD) will compromise the teaching of other subjects and will increase the workload of teachers (Il Sole 24 ORE, 2019b).</li> </ol> <p>One of the members of the left-party LeU, Laura Boldrini, although favourable to the law, denounced the lack of emotional education teaching, which would contribute to teaching gender theories, reduce violence against women and promote values of respect and self-awareness (camera.it, 2019).</p> <p>From the right side, the League Party (which promoted the law) and the FDI (“Brothers of Italy”) party expressed satisfaction for the approval of the law welcoming some of the newly introduced traditional elements, such as the teaching of the national anthem and of the national flag (Il Sole 24 ORE, 2019b).</p> <p><b><u>Trade associations</u></b></p> <p>Trade associations, teachers and head teachers’ associations played a role in the debate surrounding the teaching of civic education and, generally speaking, they expressed a number of criticisms.</p> <ul style="list-style-type: none"> <li>● <b>APIDGE</b> (the Professional Association of law and political economy teachers) showed concerns regarding the possibility that, in some cases, the teaching of civic education would be entrusted to teachers of other subjects, which may <b>lack the competence of teaching civic education</b> (Orizzonte scuola, 2019).</li> <li>● The <b>National Observatory on Internationalisation of schools and students mobility</b>, created by INTERCULTURA Foundation and supported by the Ministry of Education and the National Association of head teachers (ANP), published a <b>report</b> on a research on a sample number of head teachers on the new law on civic education. According to the report, 4 head teachers out of 5 favourably welcomed the new law, even though they highlighted some obstacles that teachers may encounter: among others, <b>the limited total amount of hours if compared to the education objectives, the lack of funding in relation to teachers’ efforts, and the possible difficulty of coordination between teachers</b> (National Observatory, 2020; Tecnica della scuola, 2020).</li> </ul>

- At the beginning of June 2020 **ANP** itself and other teachers' associations, such as **GILDA**, asked for a new referral of the law to the following school year (2021/2022) denouncing the lack of time to organise the new teaching, also in relation to the COVID-19 pandemic (ANP, 2020; Orizzonte scuola, 2020).
- The trade association **FLC CGIL** in July 2020 critically pointed out the lack of funding of the reform, which will negatively impact on the implementation of the reform. FLC CIGL also assessed the teachers training foreseen by the law negatively, defining it as inadequate in relation to teachers' formation. At the same time, these courses will only add workload to teachers without providing for financial resources (FLC CGIL, 2020).

#### Other stakeholders

- According to a Report published by **ASVIS** in 2020, the implementation of the Law No. 92/2019 may contribute to the achievement of **GOAL 16** of the Sustainable Development Goals. According to ASVIS, the three axes (Constitution, Sustainable Development and Digital Citizenship) on which the law is shaped may lead to an increased cultural awareness in young generations of values like legality and non-violence, respect for diversity and fight against discrimination, key aspects in building a peaceful, just and inclusive society (ASVIS, 2020).
- **WeWorld Onlus** and **MigratED** produced a **report** on how the concept of Global Citizenship Education is promoted in Italy. According to the report, the Law No. 92/2019 on **civic education represents a step forward in the inclusion of Global Citizenship Education** objectives in the Italian educational system. As they state, the transversal value of this newly structured civic education teaching covers several characteristics of Global Citizenship Education (GCED). However, the report also highlights the need for an **efficient coordination** among the subjects in which civic education is taught 'in order to avoid superficial and unproductive aggregations of theoretical contents and [instead] to develop processes of interconnection between disciplinary and extra-disciplinary knowledge, in coherence with the GCED approach' (WeWorld, 2020, p. 2).
- As regards the relation between GCED and the law on civic education teaching a well-known Italian community dealing with International cooperation, **info-cooperazione**, critically assessed the law (info-cooperazione, 2019). On the one hand, info-cooperazione highlighted how several topics included in the programme of **civic education teaching are also key issues in GCED**. This is the case for instance of development and environmental education, intercultural education, citizenship education. Similarly, GCED is also part of the 2030 AGENDA, which is one of the main topics of the teaching. On the other hand, info.cooperazione also says 'the path that led to the **reintegration of civic education does not seem to have interacted in any way with the world of Global Citizenship Education**'. In their opinion civic education teaching looks like a parallel path to the one that Italian associations and national institutions have brought forth in recent years and which has resulted in the **Italian Strategy for Education for Global Citizenship**. According to the article, 'It would be a real shame if the institutions failed to exploit the experience, resources and know-how developed by all the actors involved starting from the ministries (Maeci/Aics and Miur) passing through local authorities, schools, universities and civil society'. Info-cooperazione also focuses on other critical points, which have already been mentioned by several stakeholders, like the lack of funding, making this law a "zero-cost law": no additional staff or financial resources are expected for the teaching of civic education (info-cooperazione, 2019).

#### Parents' associations

	<p>“Article 26” is an association composed by those parents who work, under the supervision of education specialists, in a growing number of cities in order to: 1) promote the educational role played by families and schools; 2) support parents and teachers within the educational tasks they have to perform; 3) work for the educational continuity between school and families. Article 26 asks for the setting up of a Commission composed by the parents’ associations representatives in order to draft the national guidelines on civic education with regard to the objectives, content and activities (Tecnica della scuola, 2019).</p> <p><b>Other criticisms:</b></p> <ol style="list-style-type: none"> <li>1. Different and contrasting opinions about the importance of some of the main topics (and the lack of others) that should be addressed during civic education classes (e.g., consumer education, road safety education, etc..)</li> <li>2. Lack of official common material (such as books): this situation was complicated by Covid-19 because teachers were encouraged to reconfirm the same textbooks used during the 2019-2020 school year</li> </ol>
<p><b>Relevant actors involved in the policies field analyse</b></p>	<p><u>Promoting and implementing actors:</u> Italian Ministry of Education, Italian Government</p> <p><u>Actors involved:</u> head teachers, teachers, trade Associations, students of every grade, private stakeholders promoting teachers training courses, parents’ associations</p>
<p><b>Relevant policies development within the country</b></p>	<ol style="list-style-type: none"> <li>1. <b>Law No. 92/2019 “Introduction of civic education scholastic teaching”</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> <li>2. <b>Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> <li>3. <b>National Teacher Training Plan (Prot. n. 19479/2020)</b>  <input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)’ initiatives <input type="checkbox"/> Bottom-up</li> </ol>
<p><b>Key words</b></p>	<p>civic education; citizenship education, sustainable development education; digital citizenship education; peace education.</p>



	<ul style="list-style-type: none"> <li>• Title: Teaching civic education - DeA Scuola <a href="https://formazione.deascuola.it/educazione-civica/">https://formazione.deascuola.it/educazione-civica/</a></li> <li>• Title: The new civic education <a href="https://corsi.tecnicaldellascuola.it/corsi/corsi-svolti/educazione-civica-2/">https://corsi.tecnicaldellascuola.it/corsi/corsi-svolti/educazione-civica-2/</a></li> <li>• Title: Civic education: proposals of formation for all scholastic years <a href="https://it.pearson.com/educazione-civica/formazione.html">https://it.pearson.com/educazione-civica/formazione.html</a></li> </ul> <p>6. <b>From UPPER:</b></p> <ul style="list-style-type: none"> <li>• Global Schools: EYD 2015 to embed Global Learning in primary education. <a href="http://eiplab.eu/wp-content/uploads/2019/07/Global-Schools-EYD-2015-to-embed-Global-Learning-in-primary-education.pdf">http://eiplab.eu/wp-content/uploads/2019/07/Global-Schools-EYD-2015-to-embed-Global-Learning-in-primary-education.pdf</a></li> <li>• Guidelines for education for peace and “glocal” citizenship <a href="http://eiplab.eu/wp-content/uploads/2019/07/Guidelines-for-education-for-peace-and-%E2%80%9Cglocal%E2%80%9D-citizenship.pdf">http://eiplab.eu/wp-content/uploads/2019/07/Guidelines-for-education-for-peace-and-%E2%80%9Cglocal%E2%80%9D-citizenship.pdf</a></li> </ul> <p>7. <b>Courses from civil society organisations:</b></p> <ul style="list-style-type: none"> <li>• Title: Online Training Course for the teaching of Civic Education and Education for Digital Citizenship - OXFAM <a href="http://edu.oxfam.it/en/project/formazione-docenti-educazione-alla-cittadinanza-globale">http://edu.oxfam.it/en/project/formazione-docenti-educazione-alla-cittadinanza-globale</a></li> <li>• Title: Educating for citizenship through cultural heritage - ISMU <a href="https://www.ismu.org/corso-di-formazione-per-docenti-educare-alla-cittadinanza-attraverso-il-patrimonio-culturale/">https://www.ismu.org/corso-di-formazione-per-docenti-educare-alla-cittadinanza-attraverso-il-patrimonio-culturale/</a></li> <li>• Title: Global Citizenship Education against inequalities - Peacelink <a href="https://www.peacelink.it/cittadinanza/a/47888.html">https://www.peacelink.it/cittadinanza/a/47888.html</a> <a href="https://www.istituto-oikos.org/notizie/corso-annuale-gratuito-docenti-educazione-contro-le-disuguaglianze">https://www.istituto-oikos.org/notizie/corso-annuale-gratuito-docenti-educazione-contro-le-disuguaglianze</a></li> </ul>
References	<p>ANP (2020) ‘Il Ministero ha illustrato la OM sulla sessione straordinaria e le linee guida sull’educazione civica   ANP’. Available at: <a href="https://www.anp.it/2020/06/15/il-ministero-ha-illustrato-la-om-sulla-sessione-straordinaria-e-le-linee-guida-sulle-educazione-civica/">https://www.anp.it/2020/06/15/il-ministero-ha-illustrato-la-om-sulla-sessione-straordinaria-e-le-linee-guida-sulle-educazione-civica/</a> (Accessed: 13 January 2021).</p> <p>ASVIS (2020) <i>Global Citizenship Education: we need a subject to coordinate actions</i>, <i>asvis.it</i>. Available at: <a href="http://www.asvis.it">http://www.asvis.it</a> (Accessed: 12 January 2021).</p> <p>Camera.it (no date) <i>XVIII Legislatura - Lavori - Resoconti Assemblée - Dettaglio sedute</i>. Available at: <a href="https://www.camera.it/leg18/410?idSeduta=0169&amp;tipo=stenografico#sed0169.stenografico.tit00050">https://www.camera.it/leg18/410?idSeduta=0169&amp;tipo=stenografico#sed0169.stenografico.tit00050</a> (Accessed: 19 January 2021).</p> <p>Corriere della Sera (2019a) <i>Fioramonti rinvia di un anno l’educazione civica a scuola</i>, <i>Corriere della Sera</i>. Available at: <a href="https://www.corriere.it/scuola/secondaria/19_settembre_11/educazione-civica-bocciata-prima-grana-fioramonti-af60ff8c-d4a3-11e9-8dcf-5bb1c565a76e.shtml">https://www.corriere.it/scuola/secondaria/19_settembre_11/educazione-civica-bocciata-prima-grana-fioramonti-af60ff8c-d4a3-11e9-8dcf-5bb1c565a76e.shtml</a> (Accessed: 12 January 2021).</p> <p>Corriere della Sera (2019b) <i>Dimissioni Fioramonti, l’ex ministro: «Ecco perché ho preso questa decisione»</i>, <i>Corriere della Sera</i>. Available at: <a href="https://www.corriere.it/politica/19_dicembre_26/dimissioni-fioramonti-parla-ministro-uscente-ecco-perche-ho-preso-questa-decisione-fe841116-27c4-11ea-9faa-6371a8e969d6.shtml">https://www.corriere.it/politica/19_dicembre_26/dimissioni-fioramonti-parla-ministro-uscente-ecco-perche-ho-preso-questa-decisione-fe841116-27c4-11ea-9faa-6371a8e969d6.shtml</a> (Accessed: 12 January 2021).</p> <p>Eurydice - European Commission (2017) <i>National Reforms in School Education</i>, <i>Eurydice - European Commission</i>. Available at: <a href="https://eacea.ec.europa.eu/national-">https://eacea.ec.europa.eu/national-</a></p>

[policies/eurydice/content/national-reforms-school-education-33\\_en](https://policies/eurydice/content/national-reforms-school-education-33_en) (Accessed: 12 January 2021).

FLC CGIL (2019) *L'insegnamento dell'educazione civica a scuola è legge*. Available at: <http://www.flcgil.it/scuola/insegnamento-educazione-civica-scuola-legge-flc> (Accessed: 19 January 2021).

Il Sole 24 ORE (2019a) *L'educazione civica a scuola è salva: pubblicato in extremis il decreto, Il Sole 24 ORE*. Available at: <https://www.ilssole24ore.com/art/l-educazione-civica-scuola-e-salva-pubblicato-extremis-decreto-ACHFcif> (Accessed: 12 January 2021).

Il Sole 24 ORE (2019b) *Scuola, da settembre 33 ore di educazione civica e voto in pagella, Il Sole 24 ORE*. Available at: <https://www.ilssole24ore.com/art/scuola-settembre-33-ore-educazione-civica-e-voto-pagella-ACMdbgc> (Accessed: 12 January 2021).

info-cooperazione (2019) 'Educazione Civica ed Educazione alla Cittadinanza Globale, due percorsi paralleli? – Info cooperazione'. Available at: <https://www.info-cooperazione.it/2019/08/educazione-civica-ed-educazione-alla-cittadinanza-globale-due-percorsi-paralleli/> (Accessed: 14 January 2021).

la Repubblica (2018) *Educazione civica materia obbligatoria dalla materna alle superiori: la Lega presenta un progetto di legge - la Repubblica*. Available at: [https://www.repubblica.it/scuola/2018/12/06/news/educazione\\_civica\\_legge-213565252/](https://www.repubblica.it/scuola/2018/12/06/news/educazione_civica_legge-213565252/) (Accessed: 12 January 2021).

la Repubblica (2019) *Stop all'Educazione civica di Bussetti: 'Metterebbe in crisi l'anno scolastico' - la Repubblica*. Available at: [https://www.repubblica.it/scuola/2019/09/11/news/stop\\_all\\_educazione\\_civica\\_di\\_bussetti\\_metterebbe\\_in\\_crisi\\_l\\_anno\\_scolastico\\_-235765521/](https://www.repubblica.it/scuola/2019/09/11/news/stop_all_educazione_civica_di_bussetti_metterebbe_in_crisi_l_anno_scolastico_-235765521/) (Accessed: 12 January 2021).

Ministry of Education (2019) *Law n.92/2019 'Introduction of civic education teaching'*. Available at: <https://www.gazzettaufficiale.it/eli/id/2019/08/21/19G00105/sg> (Accessed: 12 January 2021).

Ministry of Education (2020) 'Ministerial Decree Proposal on "School-territory collaborations for the implementation of extra-scholastic experiences of civic education"'. Available at: [https://www.snals.it/Gestione/ImmaginiCaricate/file/Parere\\_CSPI\\_AdPlen\\_EdCiv\\_21dic\\_20.pdf](https://www.snals.it/Gestione/ImmaginiCaricate/file/Parere_CSPI_AdPlen_EdCiv_21dic_20.pdf). (Accessed: 20 January 2021).

Ministry of Education (2020) *Ministerial Decree n. 35/2020 (June) "Guidelines for civic education teaching in accordance to art. 3 of Law n.92/2019"*, Miur - Ministero dell'istruzione - Ministero dell'università e della ricerca. Available at: <https://www.miur.gov.it/web/guest/-/inviata-alle-scuole-le-linee-guida-per-l-insegnamento-dell-educazione-civica-azzolina-studio-della-costituzione-sviluppo-sostenibile-cittadinanza-digi> (Accessed: 12 January 2021).

Ministry of Education (2020) 'Protocol n. 19479/2020 (July) "National Teacher Training Plan"'. Available at: <https://www.miur.gov.it/documents/20182/0/Prot.+n.19479+del+16+luglio+2020.pdf/2932cc93-c9d8-b345-c29e-43abad07abfb?version=1.0&t=1595423161431>

National Observatory on Internationalisation of schools and students mobility (2020) 'L'educazione civica e la dimensione internazionale'. Fondazione Intercultura Onlus. Available at: [https://www.scuoleinternazionali.org/files/uploads/rapporto\\_2020.pdf](https://www.scuoleinternazionali.org/files/uploads/rapporto_2020.pdf) (Accessed: 12 January 2021).

Orizzonte Scuola Notizie (2019) *Legge su Ed. Civica, Apidge: 'Miscuglio della peggiore specie'. Insegnamento a docenti di diritto, Orizzonte Scuola Notizie*. Available at: <https://www.orizzontescuola.it/legge-su-ed-civica-apidge-miscuglio-della-peggiore-specie-insegnamento-a-docenti-di-diritto/> (Accessed: 12 January 2021).

Orizzonte Scuola Notizie (2020) *Educazione civica con esperienze extrascolastiche, parere CSPI: salvaguardare collaborazione tra scuola e territorio, Orizzonte Scuola Notizie*. Available at:

<https://www.orizzontescuola.it/educazione-civica-con-esperienze-extrascolastiche-parere-cspi-salvaguardare-collaborazione-tra-scuola-e-territorio/> (Accessed: 17 January 2021).

Partito Democratico (2019) *Sull'educazione civica nelle scuole il governo fa solo propaganda*, Partito Democratico. Available at: <https://www.partitodemocratico.it/universita-ricerca/sulleducazione-civica-nelle-scuole-il-governo-fa-solo-propaganda/> (Accessed: 12 January 2021).

Radio Radicale (2019) La Camera dei Deputati approva la Proposta di legge che reintroduce l'educazione civica nelle scuole: intervista ad Anna Ascani, Radio Radicale. Available at: <https://www.radioradicale.it/scheda/572984/la-camera-dei-deputati-approva-la-proposta-di-legge-che-reintroduce-leducazione-civica> (Accessed: 12 January 2021).

Scuola24 (2019) *Educazione civica è legge*. Bussetti: «Giornata storica», *Il quotidiano della Formazione, dell'Università e della Ricerca*. Available at: <http://scuola24.ilsole24ore.com/art/scuola/2019-08-01/educazione-civica-e-legge-bussetti-giornata-storica-185827.php?uuid=AC52Skc> (Accessed: 12 January 2021).

Senato.it (2019) *Senato della Repubblica senato.it - Assemblea - Comunicato di seduta*, *Senato.it*. Available at: [https://www.senato.it/3818?seduta\\_assemblea=2101](https://www.senato.it/3818?seduta_assemblea=2101) (Accessed: 11 January 2021).

SNALS-Sindacato Nazionale Autonomo Lavoratori (2020) *Schema DM recante*, *Snals.it*. Available at: [https://www.snals.it/29841\\_Schema+DM+recante+Collaborazioni+scuola-territorio+per+l-attuazione+di+esperienze+extrascolastiche+di+educazione+civica-.snals](https://www.snals.it/29841_Schema+DM+recante+Collaborazioni+scuola-territorio+per+l-attuazione+di+esperienze+extrascolastiche+di+educazione+civica-.snals) (Accessed: 17 January 2021).

Tecnica della Scuola (2019) 'Educazione civica, serve anche l'apporto delle famiglie - Notizie Scuola', *Tecnica della Scuola*. Available at: <https://www.tecnicadellascuola.it/educazione-civica-serve-anche-lapporto-delle-famiglie> (Accessed: 20 January 2021).

Tecnica della Scuola (2020) 'La nuova Educazione Civica: a 4 Dirigenti su 5 piace - Notizie Scuola', *Tecnica della Scuola*, 29 October. Available at: <https://www.tecnicadellascuola.it/la-nuova-educazione-civica-a-4-dirigenti-su-5-piace> (Accessed: 12 January 2021).

WeWorld (2020) 'Policy brief. Global Citizenship Education'. Available at: <https://www.weworld.it/wp-content/uploads/2020/10/Policy-Brief-ECG-MigratED-ENG.pdf> (Accessed: 19 January 2021).

<b>MALTA</b>	
<b>SECTION 1 – PARTNER INFORMATION</b>	
<b>Partner</b>	Directorate for Learning and Assessment Programs, Ministry for Education (MFED)
<b>Contributors</b>	David Degabriele: <a href="mailto:david.degabriele@ilearn.edu.mt">david.degabriele@ilearn.edu.mt</a> John Attard: <a href="mailto:john.attard@ilearn.edu.mt">john.attard@ilearn.edu.mt</a> Dunstan Hamilton: <a href="mailto:dunstan.hamilton@ilearn.edu.mt">dunstan.hamilton@ilearn.edu.mt</a>
<b>Methodology used to conduct the research</b>	Qualitative, secondary (desk) research methods in the respective educational sectors, referring to secondary sources.
<b>SECTION 2 – COUNTRY/ORGANISATION</b>	
<b>Country examined</b>	Malta
<b>General overview of the country policy development in the field of citizenship education</b>	<p><b>Defining citizenship within the Maltese context:</b> As a social status, citizenship implies being a member of Maltese society, in which citizens are entitled to share equal rights and responsibilities. Entitlement brings with it a sense of loyalty to one’s country. Citizenship as a status is guaranteed by the constitution of the Republic of Malta [Article 23 Ch1 and 2].</p> <p>Understood as a role, citizenship involves social identity as an expression of social life in the political community which endows individual citizens with the practice of fundamental (civil) rights and functional (political and social) rights. Articles 33 to 48 in the Maltese constitution provide the safeguarding framework for these rights.</p> <p>Citizenship is no longer defined in its former national or territorial sense. Contemporary Maltese society is grappling with such a complex notion. Following developments in Europe, the teaching and learning process in the Maltese educational system is adopting a European and global identity of citizenship in view of an expanding multicultural context in Europe and the world. The position in Malta is to promote active and participatory citizenship among Maltese students.</p> <p><b>Citizenship education in Malta:</b> The main orientations concerning active and participatory citizenship are clearly spelled out in the <b>National Minimum Curriculum (NMC) (2000)</b>. The National Curriculum, as the official legal document for the school system in Malta, sets the development of citizens and a democratic environment as one of its key objectives. Responsible citizens are described as members of society who ‘<i>acquire knowledge of the constitution [...] and of citizens’ rights and duties, exercise the skills of critical acumen and investigation, and develop attitudes of defence of democracy, respect for laws, and respect for the basic rights of all citizens</i>’ (Objective 2, pp. 48-49). Knowledge, skills and attitudes nourishing education in citizenship provide the path towards the strengthening of civic values underpinning democratic life.</p> <p>Principles and objectives in the National Curriculum reflect provisions in the 1988 Education Act, which sets the pace for the creation of democratic structures in schools and the fostering of core civic competencies and values.</p> <p>Objective 2 of the National Curriculum identifies those learning experiences through which pupils and students are enabled to:</p> <p><b>acquire knowledge of:</b></p>

<ul style="list-style-type: none"> <li>• the concept of democracy with reference to the meaning of democracy in the information age;</li> <li>• the history of democracy;</li> <li>• the history of parliamentary democracy in Malta;</li> <li>• the constitution of Malta;</li> <li>• democratic life in Malta, the country in general and particular localities;</li> <li>• citizens' rights and duties;</li> <li>• Malta's democratic institutions;</li> <li>• modes of participation in the country's democratic life;</li> <li>• the emergence of interest groups;</li> <li>• lobbying in a democratic contest;</li> </ul> <p><b>develop skills in:</b></p> <ul style="list-style-type: none"> <li>• active participation in the classroom and school politics;</li> <li>• critical acumen and investigation;</li> <li>• discussion, engagement in dialogue, debate, organisation and group work;</li> <li>• working in the community;</li> </ul> <p><b>cherish dispositions and attitudes of:</b></p> <ul style="list-style-type: none"> <li>• appreciation of the importance of a democratic environment;</li> <li>• criticism of all that occurs within a democratic environment;</li> <li>• defence of democracy within the country;</li> <li>• respect for the country's constitution and laws;</li> <li>• respect for the country's institutions and authorities at all levels;</li> <li>• respect for the country's cultural differences and diversity;</li> <li>• respect for the basic rights of all citizens.</li> </ul> <p>The subjects of <b>Social studies</b> and <b>European studies</b> are showing the way forward towards the inclusion of the European dimension across all syllabuses, which will also adopt a broader world view.</p> <p><b>Social studies</b> cover the following thematics: rights and obligations of EU citizens in the areas of work, leisure, welfare, consumer behaviour, politics and the environment; nationalism and globalisation; national sovereignty and EU membership; Malta's role and contribution to international organisations; the natural, historical and social environment in Malta and Europe; and knowledge about cultural diversity in Europe and its evaluation.</p> <p><b>European studies</b> deals with the following themes: the European convention for the protection of human rights and fundamental freedoms; the European social charter; the role and functions of the European court of human rights; the rise and evolution of the welfare state in Europe; the role and functioning of the Council of Europe, CSCE, EFTA, EEA and the Euro-Mediterranean Partnership; the interdependence of economic sectors; economic blocs and institutions; international communication in trade and economic affairs; e-commerce; the cultural heritage in Europe as it is manifested in inventions, innovations, languages and the arts; and cultural heritage as an expression of national identities. (eurydice)</p>
--

<p><b>Longitudinal dimension of the policy</b></p>	<p>Citizenship education is currently a topical subject in both the educational and political sphere. Recent reforms emerging from this debate include:</p> <ul style="list-style-type: none"> <li>• The setting up of the Maltese National Commission for UNESCO, which embarks on citizenship education initiatives. The latest in its series of activities is a publication entitled <i>The National Library of Malta: An Interactive Guide to the Bibliotheca</i>, which should prove to be an invaluable educational tool to discover the treasures of the National Library for Maltese citizens and other visitors to the island, as well as the publication of an interactive learning pack for history teachers and students;</li> <li>• The appointment of a National Coordinator for the Education for Democratic Citizenship (EDC) project of the Council of Europe;</li> <li>• The setting up of the National Curriculum Focus Group on School Democracy as an interface for curriculum development and the implementation of aspects of citizen education.</li> <li>• The granting of voting rights to 16-year-olds. Malta became the second European Union country to grant 16-year-olds the right to vote after members on both sides of the House voted unanimously in favour of the changes. Teens aged 16 will now be able to cast their votes at national and European Parliament elections, having already been given such right for local elections in 2014.</li> </ul> <p>The current political and educational discussion is based on a concept of citizenship which embraces the values of shared responsibility, solidarity and participation in a multicultural European and world order.</p> <p>In this scenario, Maltese citizenship has assumed a new status where rights and duties are concerned, and a new role where active participation is a key factor. This kind of citizenship needs to be emphasised with learners at all levels of education, since it has a vital role in educating young people in the exercise of human rights, solidarity and daily living in the light of the rule of law. In this way, education will strengthen the fundamental pillars of citizenship in an increasingly integrated Europe.</p>
<p><b>Key words</b></p>	<p>Citizenship education, vote16, human rights, global citizenship education, education for democratic citizenship, digital citizenship, human rights education, civic education</p>
<p><b>Suggestions for case studies</b></p>	<p><b>1. Title: Education Assessment Unit (EAU)</b>  <a href="https://curriculum.gov.mt/en/international_studies/Pages/ICCS.aspx">https://curriculum.gov.mt/en/international_studies/Pages/ICCS.aspx</a>  The EAU is the arm within the Directorate for Learning and Assessment Programs responsible for students' assessment and the management and participation in international studies in relation to education. One of the citizenship / civics education studies being managed by EAY is the ICCS. The International Civic and Citizenship Education Study (ICCS) is the largest international study on civic and citizenship education. In this survey the study investigates the ways in which young people are prepared for, and consequently ready and able, to undertake their roles as citizens.  Keywords: ICCS, citizenship education, civics</p>
<p><b>References</b></p>	<p>Digital citizenship in education, Malta: <a href="https://digitalliteracy.skola.edu.mt/digital-citizenship/">https://digitalliteracy.skola.edu.mt/digital-citizenship/</a>  UNSECO gloabl citizenship in Malta: <a href="https://en.unesco.org/news/how-malta-implementing-global-citizenship-education">https://en.unesco.org/news/how-malta-implementing-global-citizenship-education</a>  International civics and citizenship education in Malta, country report 2016: <a href="https://curriculum.gov.mt/en/international_studies/Documents/ICCS%202016_National%20Report.pdf">https://curriculum.gov.mt/en/international_studies/Documents/ICCS%202016_National%20Report.pdf</a>  Digital citizenship, Institute for Education, Malta: <a href="https://instituteforeducation.gov.mt/en/Pages/Resources/Digital-Citizenship.aspx">https://instituteforeducation.gov.mt/en/Pages/Resources/Digital-Citizenship.aspx</a></p>

	<p>Digital passport: <a href="https://www.common sense.org/education/digital-passport">https://www.common sense.org/education/digital-passport</a></p> <p>National digital strategy Malta 2014-2020: <a href="https://digitalmalta.org.mt/en/Pages/Landing-Pages/DigitalCitizen.aspx">https://digitalmalta.org.mt/en/Pages/Landing-Pages/DigitalCitizen.aspx</a></p> <p>Civics education Malta, KSU: <a href="https://issuu.com/ksu_malta/docs/civ-educ-18">https://issuu.com/ksu_malta/docs/civ-educ-18</a></p> <p>Digital Citizenship education Malta: <a href="https://digitalliteracy.skola.edu.mt/digital-citizenship/">https://digitalliteracy.skola.edu.mt/digital-citizenship/</a></p> <p>Learning outcomes framework Malta: <a href="https://www.schoolslearningoutcomes.edu.mt/en/">https://www.schoolslearningoutcomes.edu.mt/en/</a></p>
--	--

## COUNCIL OF EUROPE

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	<i>polis</i> – the Austrian Centre for Citizenship Education in Schools
<b>Contributor</b>	Patricia Hladschik
<b>Research methods</b>	Desk research; official documents like CoE charter or CoE recommendations, primary sources like CoE official website, secondary sources like articles, for all see list of literature; basis for the whole text is an article that will be published in March 2021 in the DARE Blue Lines Series: <i>The Reference Framework of Competences for Democratic Culture – fostering Citizenship Education and Intercultural Learning as priorities in European educational systems. By Claudia Lenz and Patricia Hladschik.</i>

### SECTION 2 – COUNTRY/ORGANISATION

<b>Organisation examined</b>	Council of Europe
<b>General overview of the organisation policy development in the field of citizenship education</b>	<p>Human rights, rule of law and democracy are the three ground pillars of the work of the Council of Europe (CoE).</p> <p>For many years the CoE’s work for functioning European and national human rights systems, has been accompanied by educational measures. A functioning human rights system, holding states accountable with regard to protecting and upholding the rights of their citizens, needs to be complemented by a horizontal dimension. A widely shared awareness of human rights principles and engagement in human rights issues among citizens and an active civil society will reduce the danger of human rights violations occurring. This is the background for a long-standing focus on <b>human rights education (HRE) in non-formal and formal education</b>.</p> <p>The same rationale applies for the CoE’s work in the field of democracy. A democracy is more than institutions and procedures; learning to be an active citizen requires more than acquiring political knowledge or knowledge <i>about</i> political issues, which is associated with <i>civic education</i>. The approach of the CoE is expressed in the term <b>Education for democratic citizenship</b>, indicating the crucial role of education in the many faceted process of <i>becoming an active citizen</i>. The <b>programme Education for Democratic Citizenship/Human Rights Education (EDC/HRE)</b> of the CoE, which was established in the 1990s, focused on how schools can become arenas for learning about, through and for democratic citizenship. Under the slogan <b>“learning and living democracy for all”</b> the materials and resources produced covered a range of issues, such as democratic school governance (Bäckmann and Trafford, 2007), professional development of teachers (Brett et al., 2009) and school-university partnerships (Hartley and Huddleston, 2010).</p> <p>Another strand of CoE activities in the field of education is the long-lasting work in the field of <b>intercultural education and intercultural dialogue</b>. Through anti-racist campaigns like <b>“all different – all equal”</b>, the extensive work on plurilingualism (best known through the Reference Framework for Modern Languages), the focus deconstructing ideas of “the Other” in history teaching (CoE, 2001, 2011) and, last but not least, the White Paper on Intercultural Dialogue (2008), the CoE has championed the deconstruction of prejudice and resentment and the building of a mutual understanding and peaceful culture coexisting across cultural affiliations.</p> <p>In 2010, the adoption of the Charter for Education for Democratic Citizenship and Human Rights Education by the CoE member states marked a significant step into the direction of</p>

a stronger political commitment towards the Council’s comprehensive and systematic approach. This was very much in line with international developments, as the United Nations Declaration on Human Rights Education and Training (2011). All these strands have informed the policy development of the last years.

### **Reference Framework of Competences for Democratic Culture (RFCDC)**

In 2017, the CoE launched a **Reference Framework of Competences for Democratic Culture (RFCDC)**, which offers a systematic approach to designing the teaching, learning and assessment of competences needed for active participation in complex and diverse democratic societies (CoE, 2017, Vol. 1:11).

The RFCDC is the flagship project of educational policy within the CoE. Supported by the member states from the outset, the development of the RFCDC has been accompanied by high aspirations and ambitions. After decades of international educational policy being dominated by labour market orientation, competitiveness and the prioritization of measurable “hard skills”, the framework has been developed in order to support policy makers and all other stakeholders in European educational systems to systematically focus on preparing learners to be *active citizens*. The ultimate goal of the framework is to ventilate democratic citizenship on the educational policy agenda and give it highest priority within educational systems.

- The centrepiece of the framework is a model of 20 competences learners need to acquire in order to be able to actively and effectively participate in all aspects of democratic processes in a society.
- In addition to the competence model, the framework offers a set of descriptors for each of these competences.
- In order to highlight and spell out these contextual and processual factors, the RFCDC comprises six different guiding documents related to the main fields and aspects of implementation.
  - Curriculum development
  - Pedagogy
  - Whole school approach
  - Assessment
  - **Teacher education**
  - Prevention of radicalization and violent extremism

The inclusion of the last guiding document might seem surprising. The explanation can be found in the political context in which RFCDC has been produced (*see longitudinal dimension*). The document provides a review-based account for research on the root causes for processes leading to violent extremism and on research showing that the development of capacities such as independent and critical thinking, empathy and self-efficacy are key factors in building *resilience* to hateful political ideologies and violent orientations.

This provides a bridge to the content of the other guiding documents. Together, these documents are supposed to support a broad variety of stakeholders in different educational systems in applying and implementing the Framework: in curriculum reforms, school development and the professional development of teachers.

### **Teacher education**

The framework is built on an understanding that all aspects of educational institutions and practices are relevant for the development of competences for democratic culture. This means that CDC is not only a responsibility of specialized teachers, but of all teachers, regardless of the subject they teach. The guiding document on teacher education states:

In their everyday work, teachers strive to provide quality education in their respective subject areas; however, they are also challenged to apply and implement the values underpinning the education system (for example human rights, democracy, cultural diversity, justice and the rule of law). In order to meet these challenges in an effective way, it is important that the knowledge, skills and competences that do not fall within the narrow subject area should not remain neglected. Applying the CDC approach means that these challenges are not left solely to the specific subject study orientation (such as civic education, history, ethics). On the contrary, the CDC approach must be applied as a transversal dimension of educating and training future and practicing teachers in general.

(CoE, 2017, Vol. 3:76)

Given that competences for democratic culture are not only an issue of the content which is taught, but also a question of experiences gained through learning processes within relations between teachers and learners, it is evident that teachers need to be trained and qualified beyond their subject area. Teacher education needs to provide teachers with the knowledge and tools to integrate CDC in their own teaching practice. But, more fundamentally, teachers need to develop a democratic professional ethos:

The role of teacher education institutions is not only to train teachers to be able to make effective use of the CDC Framework in schools and other educational institutions (the “technical” side), but also to equip them with a set of competences necessary for living together as democratic citizens in diverse societies (the “substantial” side). Teachers who themselves act successfully in the everyday life of democratic and culturally diverse societies will best fulfil their role in the classroom.

(CoE, 2017, Vol. 3:77)

The CoE’s policy in the field of education has a **non-binding character**. Member states, even if they supported the RFCDC and influenced the different choices made during the different stages of its development, are not obliged to implement the framework. Moreover, the CoE has neither control nor sanctioning mechanisms to secure, that the framework is used and implemented in line with the philosophy and ethos behind it. But the Council can use its influence on the educational ministries in the member states in order to exercise some ‘soft pressure’, meaning the constant reminder that something should be done with RFCDC and to create some arenas for information and exchange creating a channel of influence toward the ministries.

At the moment, the Council follows a ‘triangle approach’ with the establishment of

1. the **Education Policy Advisors’ Network (EPAN)**,
2. the project **‘Free to Speak, Safe to Learn – Democratic Schools for All’** and
3. with a set of coordinated measures, tools and activities related to the framework and its implementation as such.

The **European Network of Policy Advisors (EPAN)**, composed by representatives of ministries of education in all CoE member states (or institutions delegated by the ministries to fulfill this role), was launched in 2018. The EPAN network is composed of three working groups: one on curriculum development, one on teaching and learning and one on assessment. The groups meet three to four times a year in order to exchange experiences and discuss various issues related to the implementation of the RFCDC at all levels of the educational system.

Besides the training for teachers, a focus on schools as arenas of education for democratic citizenship is crucial for the implementation of the RFCDC. The CoE has for a long time

promoted a whole school approach in EDC/HRE; in 2018, the **campaign *Free to speak – save to learn. Democratic schools for all*** was launched. In 2019, the campaign was transformed into a project aiming to build a long-lasting and pan-European network for schools working continuously and systematically with democracy and inclusion. One of the explicit goals of the project is the promotion of the RFCDC.

In the last two years, a set of **practice-oriented tools** was developed in order to support the implementation of the RFCDC:

- The **RFCDC Teacher Self-Reflection Tool**. Under the motto “The self-reflected democratic practitioner – A journey to democratic teacher ethos and a democratic culture in school” the teacher reflection tool addresses all practitioners at all levels (in-service and pre-service; acquainted or not acquainted with RFCDC) and can be used on an individual basis, as well as a basis for group or peer reflection. The tool focuses on the teacher's own democratic skills and helps to integrate self-reflection and self-observation into everyday pedagogical work. Due to the practice-oriented approach, which initially provides for work with fictitious scenarios and then integrates scenes that teachers have experienced themselves, the tool can become a constant companion in educational practice.
- The **RFCDC Portfolio** that can be used for teaching, learning and assessing competences for democratic culture. It provides learners with the opportunity to reflect on their competences, to collect data and documents which support and stimulate their reflections, and to think about how they will further develop their competences in the future. The Portfolio also provides evidence about how a learner's proficiency in the use of those competences is developing, which may be used for formative or summative assessment purposes. There are two versions of the Portfolio under development, one for Younger Learners (children up to approximately the age of 10-11 years) and a second Standard version (for learners from approximately 10-11 years upwards). Each version is accompanied by a Guide for Teachers. All Portfolio documents and the feedback questionnaire will be made available in English, but the Portfolio can be used by students in their own languages. The final version of the Portfolio documents will be made available by the end of 2020.
- **Descriptors for Young Learners**: The main set of descriptors was based on a piloting process involving learners aged 10 years and older. In order to support teachers working for the development of competences for democratic culture with children below the age of 10, a separate set of descriptors has been developed and tested. These descriptors have not been scaled by level of proficiency, due to the specificity of the dynamics and variability in the development of competences at this early age. Some of these descriptors correspond to descriptors that are also valid for learners above 10 years of age, some are reformulations of descriptors for older learners but taking into account the age of the children, while others are new descriptors that are appropriate for children below 10.

#### **Working Group on Training**

The Steering Committee for Education Policy and Practice (CDPPE) in March 2020 installed a **Working Group on Training** with the mandate to support the strategy on implementing the Reference Framework of Competences for Democratic Culture (RFCDC) in the biennium 2020-2021 by developing “the Council of Europe's RFCDC blended and other training learning tools, with modularised content, the aim being to mainstream and institutionalise RFCDC Training in States Parties to the European Cultural Convention”. (CoE, 2020c)

#### **Digital Citizenship Education (DCE) Project**

	<p>It is the declared aim of the Council of Europe to incorporate the RFCDC as both a conceptual basis and a supporting pillar in important educational projects. One of the first projects in which this succeeded is the <b>Digital Citizenship Education (DCE) Project</b>. In order to respond adequately to the increasing digitization, the CoE decided to strive for mainstreaming democratic competencies in this area as well. The DCE Project was developed by the Expert group on Digital Citizenship Education in the years 2016-2018 with the aim to develop policy guidelines to further support national authorities in developing digital citizenship education policies. The DCE Project builds on the achievements of the Council of Europe’s long standing programme on Education for Democratic Citizenship and Human Rights Education (EDC/HRE), and the initial results of the project on Competences for Democratic Culture, as well as cooperation activities in other sectors (Internet Governance and Children’s Rights). It was approved by the Steering Committee for Educational Policy and Practice (CDPPE) at its 2015 plenary meeting and launched in March 2016 as part of the 2016-2017 programme.</p> <p>The most important results until now:</p> <ul style="list-style-type: none"> <li>• The comprehensive <b>Digital citizenship education handbook - Being Child in the Age of Technology (CoE, 2020a)</b>, which builds on the RFCDC and complements the Internet literacy handbook as part of a coherent approach to educating citizens for the society in the future.</li> <li>• The DCE Handbook is accompanied by the <b>Digital Citizenship Education Trainers Pack</b>, which supports the roll-out of the project in all member states. (CoE, 2020b)</li> </ul>
<p><b>Longitudinal dimension of the policy</b></p>	<p>One could say that the Framework, in its goal to strengthen the dimension of education for active citizenship, was part of an overall development towards an increasing awareness of the relevance of education to build stable and sustainable democracies. This is also indicated by parallel initiatives in the Organisation for Economic Co-operation and Development, OECD (Programme for International Student Assessment [PISA] global competence and 21st century skills) and the United Nations (UN Sustainable development goal 4.7, with a focus on global citizenship).</p> <p>However, a major break-through for the Reference Framework of Competences for Democratic Culture (RFCDC) project came in 2015, when Europe was hit by several Islamist terror attacks. As a reaction to this, the CoE adopted the <b>action plan “The fight against violent extremism and radicalization leading to terrorism”</b>. One of the major messages of the action plan was that democracy needs to be strengthened, not weakened, when it is under attack. Instead of surveillance and securitization, the action plan advocates strengthening the democratic resilience of the citizens – through education among other things.</p> <p>Action is needed to prevent violent radicalisation and increase the capacity of our societies to reject all forms of extremism. Formal and informal education, youth activities and training of key actors (including in the media, political fields and social sectors) have a crucial role in this respect.</p> <p style="text-align: right;">(CoE, 2015)</p> <p>Under the heading <b>“Living Together as Equals in Culturally Diverse and Democratic Societies: Setting Out Competences Required for Democratic Culture and Intercultural Dialogue”</b> the action plan announces that the work on the competence framework will be prioritized, intensified and accelerated.</p> <p>From 2015 onwards, the RFCDC had the status of a flagship project within the educational work of the CoE. This gave the subsequent development work a different pace and led to an intensified involvement of different experts, stakeholders and practitioners in the development work.</p>

<p><b>Dialectical dimension</b></p>	<p>The work of EPAN since 2019 has shown that different countries approach the RFCDC from very different starting points. Some countries, like the Nordic countries, regard the Framework as being in line with but not necessarily better than existing approaches and practices. These countries may see the RFCDC as a useful tool to build on and complement existing structures.</p> <p>In several CoE member states where curriculum reforms imply a transformation to competence-based curricula, the framework can serve as an inspiration or even blueprint for curriculum design. Countries like Andorra, Ukraine and Moldova have included the RFCDC entirely in national curricula. Often large-scale teacher training programmes are accompanying the reform in order to equip teachers with the competences needed to educate in line with the RFCDC. This, for example, is the case in Serbia. In other countries, a RFCDC component has been integrated in already existing educational programmes. Here, NGOs can be included in the implementation of the Framework, building a bridge between formal and non-formal education. An example for this practice is Greece.</p>
<p><b>Relevant actors involved in the policies field analysed</b></p>	<ul style="list-style-type: none"> <li>• Council of Europe, Directorate General II – Democracy (Directorate of Democratic Participation/Education Department)</li> <li>• EPAN Network</li> <li>• Steering Committee for Education Policy and Practice (CDPPE)</li> <li>• Expert Groups, e.g. expert group on digital citizenship education, expert group on RFCDC, working group on training etc.</li> </ul>
<p><b>Relevant policies development within the organisation</b></p>	<ol style="list-style-type: none"> <li>1. <b>Reference Framework of Competences for Democratic Culture</b>  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>2. <b>EPAN Network</b>  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>3. <b>Working group on training</b>  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> </ol>
<p><b>Key words</b></p>	<p>Democratic culture, intercultural learning, human rights education, competencies, teacher training, whole school approach</p>
<p><b>Suggestions for case studies</b></p>	<ol style="list-style-type: none"> <li>1. Title: <b>Working Group on Training</b>  Keywords: Democratic culture, intercultural learning, human rights education, competencies, teacher training, whole school approach, controversial issues, self reflection</li> </ol>
<p><b>References</b></p>	<p>Bäckmann, E. and Trafford, B. (2007) <i>Democratic Governance of Schools</i>. Council of Europe Publishers. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804952d0">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804952d0</a> (Accessed 7 December 2020).</p> <p>Bergan, S. (2014) <i>About the Project Competences for Democratic Culture and Intercultural Dialogue</i>. Available at: <a href="http://www.coe.int/en/web/education/about-the-project-competences-for-democratic-culture-and-intercultural-dialogue">www.coe.int/en/web/education/about-the-project-competences-for-democratic-culture-and-intercultural-dialogue</a> (Accessed 7 December 2020).</p> <p>Brett, P., Mompoin-Gaillard, P. and Salema, M. H. (2009) <i>How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences</i>. Strasbourg: Council of Europe Publishers. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f726a">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f726a</a> (Accessed 7 December 2020).</p> <p>CoE (2001) <i>Recommendation Rec (2001)15 of the Committee of Ministers to Member States on History Teaching in Twenty-First-Century Europe</i>. Available at: <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680909e91">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680909e91</a> (Accessed 7 December 2020)</p>

CoE. (2008) *White Paper on Intercultural Dialogue “Living Together as Equals in Dignity”*. Strasbourg: Committee of Ministers, Council of Europe. Available at: [www.coe.int/t/dg4/intercultural/source/white%20paper\\_final\\_revised\\_en.pdf](http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf) (Accessed 7 December 2020).

CoE. (2010) *Charter on Education for Democratic Citizenship and Human Rights Education Recommendation CM/Rec(2010)7*. Available at: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803034e3> (Accessed 7 December 2020).

CoE (2011) *Recommendation CM/Rec (2011)6 of the Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching*. Available at: [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805cc8e1](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cc8e1) (Accessed 7 December 2020)

CoE. (2015) *The Fight against Violent Extremism and Radicalisation Leading to Terrorism-Action Plan*. 125th Session of the Committee of Ministers, Brussels, 19 May. Available at: [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805c3576](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c3576) (Accessed 7 December 2020).

CoE. (2016) *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*. Available at: <https://rm.coe.int/16806ccc07> (Accessed 7 December 2020).

CoE. (2017) *Reference Framework Competences for Democratic Culture (Vol. 1.–3.)*. Available at: <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c> (Vol. 1) (Accessed 7 December 2020). <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d> (Vol. 2) (Accessed 7 December 2020). <https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e> (Vol. 3) (Accessed 7 December 2020).

CoE. (2020a) *Digital Citizenship Education Handbook. Being a Child in the Age of Technology*. Available at: <https://www.coe.int/en/web/digital-citizenship-education/-/being-child-in-the-age-of-technology-digital-citizenship-education-handbook> (Accessed 7 December 2020)

CoE. (2020b) *Digital Citizenship Education Trainer’s Pack*. Available at: <https://rm.coe.int/digital-citizenship-education-trainers-pack/16809efd12> (Accessed 7 December 2020)

CoE. (2020c) *Terms of Reference RFDC Working Group on Training 2020- 2022*. Steering Committee for Education Policy and Practice (CDPPE), 13th Plenary session. Strasbourg, 18 (as from 9 am) – 20 March 2020, Item 4.1.a.,

Hartley, M. and Huddleston, T. (2010) *School: Community – University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States of America Council of Europe*. Strasbourg: Council of Europe Publishers. Available at: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f7271> (Accessed 7 December 2020).

## EUROPEAN UNION

### SECTION 1 – PARTNER INFORMATION

<b>Partner</b>	OBESSU – Organising Bureau of School Student Unions
<b>Contributor</b>	María Ballesteros Melero
<b>Research methods</b>	<p>Desk research; key documents that emerged after the Paris Declaration from the European Commission, the European Parliament and Council Recommendations. Analysis of the Erasmus+ programme.</p> <p>The network and the policy work of the Lifelong Learning Platform and previous OBESSU work on the topic have been crucial too in conducting this research.</p>

### SECTION 2 – COUNTRY/ORGANISATION

<b>Organisation examined</b>	European Union
<b>General overview of the organisation policy development in the field of citizenship education</b>	<p>Since the Paris Declaration in 2015, several policy documents have been produced and progress has been made in order to foster citizenship education at EU level. Up to date, education is not an EU competence and the main instrument to promote citizenship education at large scale was the Erasmus+ programme, that will be renewed for the period 2021-2027, and that has as one of its main priorities to promote civic competences.</p> <p>On the other hand, for the last two years the elaboration of a European Education Area has been discussed, and recently the European Commission launched a proposal for a roadmap to achieve this by 2025. Besides, this European Education Area will be partially funded by the Erasmus+ programme.</p> <ul style="list-style-type: none"> <li>- Key competences framework: this policy document is an update from the key competences framework set in 2006, in which Member States agree to promote and support the development of 8 key competences. Several of these key competences refer to citizenship education: most directly the citizenship competence, and also the personal, social and learning to learn competence, the cultural awareness and expression competence, as well as the implications of the literacy and the multilingual competence. The Key Competences framework meant certain level of cohesion and harmonisation among EU member states and setting an initial pathway to a European Education Area.</li> <li>- European Education Area (EEA): in September 2020, the European Commission launched a communication to the other EU institutions to set the roadmap to an EEA by 2025, that adds on the previous packages of measures taken during the mandate of Commissioner Navracsics, as well as on the success of the Erasmus+ programme. The six key pillars or focuses of the future EEA will be: quality, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education and geopolitical dimension. The main pillars and milestones being: lifting quality in education, making education and training more inclusive and gender sensitive, supporting the green and digital transitions in and through education and training, Enhancing competence and motivation in the education profession, Reinforcing European higher education institutions and Education as part of a stronger Europe in the world</li> <li>- Erasmus+ programme: for over 30 years and in an increasing way, it has been the main way in which the EU has promoted citizenship education, mainly through non-</li> </ul>

	<p>formal (youth chapter) and informal (mobility) education. While the legal basis of the new programme (2021-2027) is still under development, its priorities include: inclusion and diversity, participation in democratic life, environmental sustainability and climate goals (that is, 3 out of 4 priorities relate to citizenship education). Since 2018, as part of this programme, the Executive Agency has launched every year the KA3 call European Youth Together. From the last EYT call: “The scope of the “European Youth Together” actions should build on the experience obtained through the 'New Narrative for Europe' project, the European Youth Goals and Eurobarometer findings on young people's priorities and other youth policy and programme initiatives (...), aiming to promote young people's participation in European civic life as well as crossborder exchanges and mobility activities. Its actions should particularly address challenges related to inclusive participation for all young people, regardless of their background or situation, that emerged against the backdrop of the COVID-19 pandemic.”</p> <ul style="list-style-type: none"> <li>- Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching: this recommendation calls Member States to promote common values (at all levels and types of education and promoting the Paris Declaration, through active citizenship and ethics, critical thinking and media literacy, promoting active participation and community engagement), provide inclusive education, promote the European dimension of teaching, support educational staff and teaching through empowerment and initial and continuous education, and implementing concrete measures (such as policy review, needs assessment, collaboration under EU frameworks and making use of EU’s funding). The recommendation also welcomes the Commission to: support Member States as well as national and regional policy reforms, develop and review practical tools and assess and evaluate the actions taken.</li> </ul>
<p><b>Longitudinal dimension of the policy</b></p>	<p>A timeline of the key debates, documents and initiatives on citizenship education at EU level, from the Paris Declaration in 2015 onwards, follows:</p> <ul style="list-style-type: none"> <li>- Council conclusions on developing media literacy and critical thinking through education and training, 2016</li> <li>- Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 2017:</li> </ul> <p>Council recommendation of 22 May 2018 on key competences for lifelong learning</p> <ul style="list-style-type: none"> <li>- Erasmus+ negotiations – European youth together 2018 first launch</li> <li>- EP elections campaign and thistimeimvoting.eu platform 2018/2019</li> <li>- Together.eu platform – Conference on the Future of Europe – 2020/2021</li> </ul> <p>The debate on European citizenship education has increased its presence at EU level, moving towards more cohesion and harmonisation of policies among Member States. The main trends regarding the focuses of educational policies closely follow key political developments, such as: multiculturalism and intercultural dialogue responding to the so-called refugee crisis; critical thinking and media literacy as a response to fake news; common values due to the raise in populism and nationalism in Europe; and more lately sustainability, at the same time that the European Green Deal was put in place.</p>
<p><b>Dialectical dimension</b></p>	<p>From Civil Society Organisations, the need to have a European Education Area that would focus on citizenship education has been a long-time claim.</p> <p>Citizenship Education gained relevance at EU level during the 2019 EP elections campaign, where European institutions invested funds and involved different youth and civil society organisations in a campaign to encourage young people to vote and to get informed about the EU and its elections, as well as on other ways of civic engagement and democratic participation, using the thistimeimvoting.eu platform, that has now evolved into</p>

	together.eu and relates mostly to the Conference on the Future of Europe (for which the same structure of collaboration as been put in place).
<b>Relevant actors involved in the policies field analysed</b>	<ul style="list-style-type: none"> <li>- European Commission – DG EAC, EACEA</li> <li>- European Parliament – CULT Committee</li> <li>- Council</li> <li>- Civil Society Organisations, youth organisations</li> </ul>
<b>Relevant policies development within the organisation</b>	<ol style="list-style-type: none"> <li>1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions on achieving the European Education Area by 2025  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>2. Erasmus+ programme  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> <li>3. Council Recommendation of 22 May 2018 on key competences for lifelong learning  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</li> </ol> <p><i>Any others:</i>  Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching  <input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p>
<b>Key words</b>	Key competences, civic education, common values, critical thinking, mobility, inclusion and diversity, participation, Erasmus, Erasmus+, EEA
<b>Suggestions for case studies</b>	<ol style="list-style-type: none"> <li>1. Title: European Youth Together.  Keywords: Erasmus+, European cooperation, sustainability, inclusion, youth, civil society, networks, youth participation</li> <li>2. Title: Thistimeimvoting.eu related projects  Keywords: European Parliament, voting, European Parliamentary elections, platform, online participation, digitalisation, first time voters, youth participation, youth organisations, civil society</li> </ol>
<b>References</b>	<p>Adam, S., Michalek, J., Ruibyte, L., Whitehouse, S.: CiCe Jean Monet network, <i>Guidelines for citizenship education in school - identities and European citizenship</i>, 2017:  <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/8a912e94-4676-4068-8ad5-b3e1b186379d/GUIDELINES%20FOR%20SCHOOLS%20Identities%20and%20European%20Citizenship.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/8a912e94-4676-4068-8ad5-b3e1b186379d/GUIDELINES%20FOR%20SCHOOLS%20Identities%20and%20European%20Citizenship.pdf</a></p> <p>Council of the European Union, <i>Council conclusions on developing media literacy and critical thinking through education and training</i>, 2016:  <a href="https://data.consilium.europa.eu/doc/document/ST-9641-2016-INIT/en/pdf">https://data.consilium.europa.eu/doc/document/ST-9641-2016-INIT/en/pdf</a></p> <p>Council of the European Union, <i>Council Recommendation of 22 May 2018 on key competences for lifelong learning</i>, Official Journal of the European Union, 2018,  <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&amp;from=EN">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&amp;from=EN</a></p> <p>Council of the European Union, <i>Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching</i>, 2018,  <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&amp;from=EN">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&amp;from=EN</a></p> <p>Council of the European Union, <i>Council Recommendation of 22 May 2018 on key competences for lifelong learning</i>, Official Journal of the European Union, 2018,  <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&amp;from=EN">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&amp;from=EN</a></p>

CULT Committee, European Parliament, *Report on learning EU at school*:  
[https://www.europarl.europa.eu/doceo/document/A-8-2016-0021\\_EN.pdf?redirect](https://www.europarl.europa.eu/doceo/document/A-8-2016-0021_EN.pdf?redirect)

EACEA, *Call for proposals EACEA/10/2020, Erasmus+ KA3 – European Youth Together*, 2020,  
[https://eacea.ec.europa.eu/sites/eacea-site/files/eyt\\_2020\\_short\\_call\\_notice\\_en.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/eyt_2020_short_call_notice_en.pdf)

EACEA, *Citizenship Education at school in Europe*, 2017:  
[https://eacea.ec.europa.eu/national-policies/eurydice/content/citizenship-education-school-europe-%E2%80%93-2017\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/citizenship-education-school-europe-%E2%80%93-2017_en)

EACEA, *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*, 2016: [https://eacea.ec.europa.eu/national-policies/eurydice/content/promoting-citizenship-and-common-values-freedom-tolerance-and-non-discrimination-through\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/promoting-citizenship-and-common-values-freedom-tolerance-and-non-discrimination-through_en)

EACEA, *The Erasmus programme 2021-2027*, 2020, [https://eacea.ec.europa.eu/sites/eacea-site/files/the\\_new\\_erasmus\\_key\\_action\\_1\\_and\\_2.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/the_new_erasmus_key_action_1_and_2.pdf)

European Commission, *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions on achieving the European Education Area by 2025*, 2020, [https://ec.europa.eu/education/sites/default/files/document-library-docs/eea-communication-sept2020\\_en.pdf](https://ec.europa.eu/education/sites/default/files/document-library-docs/eea-communication-sept2020_en.pdf)

European Movement International, *EU education at school*, <https://europeanmovement.eu/eu-education-at-school/>

Lifelong Learning Interest Group, *Giving a new impetus to Citizenship Education*, 2015,  
<https://us5.campaign-archive.com/?u=e0ba59dcb487a8983ceda27d9&id=6a7c585d4b&e=%5BUNIQID%5D>

OBESSU, *European Education Area: big ambitions, small funds*, 2020,  
<https://obessu.org/resources/news/achieving-the-european-education-area-by-2025-a-great-ambition-that-requires-substantial-funds/>

## ANNEX III – Case studies reports

Annex III includes all the case studies reports produced by CITIZED partners between February 2021 – April 2021. The research included the following case studies:

- School Network voX-mi (Austria) – LdM
- Citizenship Passport/Passeport citoyen (France) – UCA
- Afev (France) - FREREF
- Law 92/2019 “Introduction to civic education teaching” (Italy) – IIHL
- Safe School Network (Italy) – IIHL
- Working Group on Training (Council of Europe)– POLIS
- European Youth Together (European Union) – OBESSU
- Theatre-in-Education: ‘Krexx’ (Malta) - MFED

School network voXmi	
Section 1: PARTNER INFORMATION	
Partner	Association <i>Land der Menschen in Upper Austria</i>
Contributor	Catherine Carré-Karlinger
Research methods	<p><b>Qualitative approach:</b> Interviews with voXmi stakeholders and actors in different positions via Zoom</p> <ul style="list-style-type: none"> <li>○ <b>Susana Landgrebe:</b> current national project manager of the voXmi network since 2017, head of voXmi national team at the Institute for Further Qualifications and Educational Cooperation, University of Teacher Education in Vienna; teacher of Italian and German at BRG/WRG Feldgasse (federal high school/economic high school), in Vienna; voXmi coordinator at her proper school location.</li> <li>○ <b>Ursula Mauric,</b> involved in the voXmi school network since 2012, currently voXmi coordinator for the federal state of Vienna and member of voXmi national team at the Institute for Further Qualifications and Educational Cooperation, University of Teacher Education in Vienna; research and teaching on global aspects of the teaching profession (migration, multilingualism, global citizenship education); initial and further teacher training; is currently writing a PhD on global citizenship in teacher education.</li> <li>○ <b>Martina Huber-Kriegler:</b> strategic team member of the voXmi network since 2012 and former federal supervisor until 2015; coordinator for federal state of Styria since 2020 and responsible for voXmi schools in secondary education; staff member of the National Center of Competence NCoC BIMM (<i>Education in the context of Migration and Multilingualism</i>), teacher trainer at the <i>Institute for Diversity and International Affairs</i> of the University of Teacher Education in Styria, coordinator of the study programme <i>Language Education and Diversity</i>.</li> <li>○ <b>Katharina Lanzmaier-Ugri:</b> strategic team member of the voXmi network from the start (2009) and responsible for voXmi primary schools in Styria; teacher trainer at the Institute for Diversity and International Affairs of the University of Teacher Education in Styria, initial and further teacher training for German as a second language and multilingualism; originally special education teacher.</li> <li>○ <b>Günter Weinzettl,</b> headmaster of the primary school <i>Neudau</i> (Styria) <a href="http://vs-neudau.at/Kategorie/unsere-schule/">http://vs-neudau.at/Kategorie/unsere-schule/</a>, a voXmi school</li> <li>○ <b>Birgit Simschitz,</b> German and English teacher at the <i>Abendgymnasium</i> in Graz (educational institution for catching upon schooling and preparing for the baccalaureate in evening classes) <a href="http://www.abendgymnasium-graz.at">www.abendgymnasium-graz.at</a>, a voXmi school; lecturer for German as a foreign and second language at the University of Graz, president of the association <i>Deutsch in Graz</i> (educational institution for German as a foreign and second language).</li> <li>○ <b>Erika Tiefenbacher,</b> headmaster of the secondary school (college for lower secondary) <i>Schopenhauerstraße</i> in Vienna, <a href="http://www.schop79.at/">http://www.schop79.at/</a>, a voXmi school; was previously a long-time staff member from BAOBAB (non-profit association promoting global education in Austria and offering</li> </ul>

	<p>educational materials on global issues and life in plural societies for school and out-of-school education as well as elementary education and adult education).</p> <p><b>Desk research:</b></p> <ul style="list-style-type: none"> <li>○ Website <i>voXmi - Voneinander und miteinander Sprachen lernen und erleben</i>: <a href="https://www.voxmi.at">https://www.voxmi.at</a></li> <li>○ Websites <i>voXmi schools</i> (see above)</li> <li>○ Website <i>PH Wien</i> (University of Teacher Education in Vienna): <a href="https://www.phwien.ac.at/250-institut-fuer-weiterfuehrende-qualifikationen-und-bildungskooperationen/iwq-unterordner-projekte/1186-schulnetzwerk-voxmi">https://www.phwien.ac.at/250-institut-fuer-weiterfuehrende-qualifikationen-und-bildungskooperationen/iwq-unterordner-projekte/1186-schulnetzwerk-voxmi</a></li> <li>○ Website <i>schule.mehrsprachig</i>, BMBWF (Austrian Ministry of Education) <a href="https://www.schule-mehrsprachig.at/artikel/voxmi">https://www.schule-mehrsprachig.at/artikel/voxmi</a></li> <li>○ Website <i>NCoC BIMM</i> (National Center of Competence for Education in the context of Migration and Multilingualism) <a href="https://bimm.at">https://bimm.at</a></li> <li>○ Masterthesis <i>Das Sprachennetzwerk voXmi – Mehrsprachigkeit als Thema der Schulentwicklung am Beispiel zweier steirischer Volksschulen</i> (The voXmi language network - Multilingualism as a topic of school development - example of two Styrian primary schools -VS Neudau and VS Seegraben), Katharina Lanzaier- Ugri, Graz, 2017</li> </ul>
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	School network <b><i>voXmi - Voneinander und miteinander Sprachen lernen und erleben</i></b> (Learning and experiencing languages from and with each other)
<b>Level of implementation</b>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input checked="" type="checkbox"/> Bottom-up <input checked="" type="checkbox"/> Other ( <i>please specify</i> ): educational institutions (schools)
<b>Country in which the initiative is implemented</b>	Austria
<b>Region, city, or area of implementation</b>	The initiative started 2009 in the federal states of Styria and Vienna, expanded 2020 to Salzburg and is still developing further. The goal is to spread the school network throughout the whole country.
<b>Local institution/organisation or other relevant settings</b>	The network is coordinated by three university colleges of teacher education: <i>PH Wien, PH Steiermark, PH Salzburg</i> Several schools are already part of the voXmi network in other Austrian federal states.

<b>Key words</b>	whole school approach – equity in education - culture of peace - social cohesion – multilingual societies - valuing and integrating all languages – inclusion – identities - against racism and linguisticism - Human Rights – global citizenship education – sense of belonging – responsibility for society – engagement – democracy - digital media
<b>Scope of the initiative</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers’ training initiative</li> <li><input type="checkbox"/> Initiative generically directed to students and citizens which include tools for teachers</li> <li><input type="checkbox"/> Curricula-related initiative</li> <li><input checked="" type="checkbox"/> WSA- related initiative</li> <li><input type="checkbox"/> Partnerships: 3 universities of teacher education in Austria (Graz, Vienna, Salzburg); International network <i>Language Friendly Schools</i></li> <li><input checked="" type="checkbox"/> Other (<i>please specify</i>): various school-specific local cooperation (depending on projects, school forms, etc.)</li> </ul> <p><b>Short description</b></p> <p><i>“voXmi is an Austrian school network that has existed since 2009 and has been expanding ever since. Currently, 50 schools throughout Austria are active members. Primary schools, secondary schools and vocational schools are united by the goal of strengthening the plurilingualism of their pupils through a whole school approach. The acronym voXmi means „Learning and Experiencing Languages from and with Each Other“. One of the main foci is to use digital media consciously and constructively for this purpose. The motivation for founding the network was to contribute to a culture of peace and social cohesion among society by valuing and integrating all languages that children bring to school in a multilingual society. voXmi schools actively counter all forms of exclusion, racism and linguisticism and make human rights an issue.”</i> (see <a href="https://www.voxmi.at/voxmi/english/">https://www.voxmi.at/voxmi/english/</a>)</p>
<b>Which needs/problems does this initiative address(ed)?</b>	<p><b>Needs and objectives:</b></p> <p>voXmi is based on peace education goals and addresses the controversial socio-political issue of linguistic and cultural diversity: first and foremost, voXmi aims at creating visibility for resources held in multilingualism and at strengthening social cohesion in plural societies.</p> <p>Everyday multilingualism is one main feature of complex social structures in migration societies. In the school context, it becomes a selection criterion and is subject to a documented severe institutional discrimination which in turn is a crucial issue for school success. The voXmi network tries above all to protect all children/learners against linguistic, ethnic and cultural prejudices, to support them in their self-esteem, in the construction of their identity as global citizens and in their educational careers, and to promote a positive culture of living together. Through joint action within the network, all children, parents and teachers should benefit out of it.</p> <p>Global goals are intertwined with the voXmi concept which aims at defining common objectives for a better coexistence in multicultural</p>

	<p>societies and making them tangible through education.</p> <p>Language hierarchies tend to reproduce social power hierarchies (cf. Bourdieu), especially in school contexts. Therefore, they are a concern for political/citizenship education too. By valuing and recognizing every single language of learners and giving them a place in school, voXmi advocates for educational equity and inclusive education. It seeks to empower multilingual students and promote their social integration: "You can only take responsibility for a society if you feel accepted by it yourself".</p> <p>Furthermore, every language carries within itself a certain knowledge of the world. Thus, multilingualism promotes the emergence of multiple approaches and contributes to conflict resolution in social life. Mobility and migration are important features of our global society: whocan tell whether a child educated in Austria will stay his/her whole life there? voXmi works to stimulate reflection on beliefs and attitudes towards belonging, borders, languages and cultures and facilitate constructive approaches to a pluralistic society.</p>
<p><b>Description of the initiative</b></p>	<p>voXmi's <b>relevant foundations</b> are:</p> <ul style="list-style-type: none"> <li>- The teaching principles and educational concerns of the Austrian Ministry of Education: decrees for intercultural education, civic education - also in a global dimension, language education in the context of multilingualism with focus on the academic language;</li> <li>- The Charter for Human Rights Education, the general Human Rights Convention, UN Convention on the Rights of the Child;</li> <li>- The SDGs 2030 (4.7: inclusive and quality education);</li> <li>- The transversal educational goals for peace education, political education, citizenship education, global citizenship education (determined by the Ministry of Education): voXmi addresses crucial social issues and invites schools to explore solution- oriented strategies from different perspectives based on various approaches;</li> <li>- Teaching principles for qualitative language education in multilingual societies.</li> </ul> <p><b>voXmi's principles</b></p> <p>Schools that join the network have cultivated an appreciative approach to multilingualism for years. Either they register themselves or are contacted by the regional voXmi coordinators and encouraged to make their motives for participation visible.</p> <p>voXmi binds the whole school (headmaster, staff, students, parents) and a voXmi local coordinator is designated in each school of the network. The school staff and the regional voXmi coordinators jointly consider to what extent relevant links to national and international reference documents can be identified and related to their proper school development processes. Hereby 4 voXmi main goals have been formulated to guide schools by taking appropriate measures and setting meaningful activities (these goals are currently being revised):</p>

- voXmi - schools recognize the equal value of all languages, perceive them as a treasure.
- voXmi - schools provide a wide range of opportunities to learn languages from and with each other.
- voXmi - schools implement language-aware / language-sensitive teaching in all subjects.
- voXmi - schools use digital media for learning and expanding linguistic competencies, and for networking across (linguistic) borders.

#### **voXmi's actors:**

Main actors are schools, implementing and targeted actors at the same time. In order to support learners in the way described above, development processes within the school are necessary and these in turn lead to the professional and personal development of the whole school team, parents included.

The network is coordinated by three university colleges of teacher education and offers schools the opportunity for a regular exchange on good practice. Among other things, schools work together with the responsible coordinators at the university on the clarification of own concepts related to voXmi.

#### **Working together:**

Within the framework of voXmi, schools set actions and take initiatives that are important to the staff and the learners, from practical measures like schoolroom design up to global issues (in lessons, projects, specific actions, meetings, cooperation...).

voXmi regional group meetings are held once a semester and provide an opportunity for exchange among schools. Together, concepts around multilingualism are further developed and annual themes for school development are formulated: working with parents, digital education, children's rights, SDGs, ...

A larger national conference is held once a year with the purpose of creating visibility for the topic and the achievements of voXmi schools, making experiences accessible to others and gaining valuable impulses for practice through the participation of recognised experts.

After 3 years a school can receive a voXmi certification. When the school staff decides to apply for it, it compiles everything done in terms of voXmi and prepare a presentation. The responsible coordinators visit the school and conduct interviews. The procedure ends with a celebration event.

#### **Financial support from the Ministry of Education:**

- for staff: voXmi coordinators at 3 universities of teacher education (4 in Vienna, 2 in Graz 1 in Salzburg).
- for events: twice a year a regional meeting with presentations from experts for voXmi schools, e-lectures and once a year a national

workshop for a broader audience.

- for punctual in-service training (SCHÜLFs), e.g. combined with voXmi certification.

#### **Examples of school activities:**

Language-sensitive teaching takes place in all school subjects at almost all voXmi schools, but beyond that, the range of activities offered at voXmi schools is extremely extensive and heterogeneous. It has to do with the fact that different types of schools are involved, and the age of the learners ranges from 6 years to adult age. The schools that are embarking on the voXmi path also bring different prerequisites and experiences at different levels with them.

To give an idea, just a few examples of activities are listed below:

#### Primary school VS Neudau:

- multilingualism of pupils made visible in the school building through posters and multilingual greetings,
- songbooks in many languages,
- workshops on scripts and alphabets from all over the world,
- language awareness activities (speaking, listening, reading, writing),
- cultivating the school climate: preventive attitude and efforts to avoid escalation of punctual religious or ethnic conflicts,
- cooperation with parents: *MUT-Team* at school (interpreting and translation services for compulsory schools in the province of Styria),
- parents' association with multilingual parents,
- interviews in the neighbourhood by the children,
- cooperation at the interface between kindergarten and school (linguistic and cultural dimension),
- cooperation with the municipality, which has also elected citizens with a migration background to the municipal council,

Furthermore, all teachers at the school have completed additional training for German as a Second Language at the University of Teacher Education.

#### College Schopenhauerstraße, Vienna:

- voXmi goals integrated into the school's mission statement: identity, interculturality, integration (keywords)
- numerous activities for the visibility of multilingualism and cultural diversity in the school building
- restructuring of the daily teaching organisation: small teams of 3 teachers with groups of 12 pupils max.
- cooperation with teachers of heritage languages: where possible the pupils learn bilingually.
- in the 8th grade, 30 to 40 hours of social engagement are

	<p>compulsory: pupils sign a real contract.</p> <ul style="list-style-type: none"> <li>- activities with neighbouring schools (one kindergarden and one high school): joint gardening, biographical writing, ...</li> <li>- pupils' parliament at school</li> <li>- e-coaches: pupils with special digital skills support teachers and pupils</li> <li>- ...</li> </ul> <p><u>Abendgymnasium, Graz (adult education - age 17 until 75!):</u> More than 35 languages at school!</p> <ul style="list-style-type: none"> <li>- activities for strengthening self-esteem and self-confidence,</li> <li>- biographical dimension integrated in learning objectives: the aim is not to make the learners "others", but to help them develop their own abilities,</li> <li>- social issues are part of the learning content,</li> <li>- learning groups (cooperation and solidarity),</li> <li>- self-written and performed musical,</li> <li>- modularised school programme: it is possible to complete the baccalaureate earlier,</li> <li>- recognition of certificates brought in from abroad.</li> <li>- for refugee classes: cooperation with ISOP and DANAIDA, 2 associations dealing with literacy in Graz,</li> <li>- multilingual library with reading for the class.</li> </ul>
--	---

<p><b>Evaluation and impact</b></p>	<p>What do schools get from voXmi? The request to join the network comes from schools which are already working on specific voXmi topics. Their main benefit lies in the sharing and interacting with other schools and colleagues, the collection of good practices, the regular feedbacks, the appreciative working atmosphere, the teamwork, the training opportunities for professionalisation, and last but not least the success achieved in accompanying and supporting their students.</p> <p>Through voXmi, a sense of normality is created with regard to multilingualism and cultural diversity. This enables a different view of society and opens up new perspectives for peaceful and appreciative living together.</p> <p>A monitoring takes place once a year, only in form of a coordinators' visit to the respective schools - currently via Zoom (pandemic). There are not enough human resources available.</p> <p>Some field studies can be mentioned: several bachelor's theses and one master's thesis at the University of Vienna and 2 master's thesis at the University of Graz have been written on voXmi. Due to the formal qualifications required at pedagogical universities for the supervision of such academic work, it has become more difficult since 2013 to promote such studies among students (lack of university professors involved in voXmi).</p> <p>It is remarkable that the external impact has recently increased significantly - both via social media (Facebook, Instagram, Youtube channel - homepage) and via the individual schools. This can be regarded as a positive effect of the pandemic.</p> <p>The students themselves occasionally participate in dissemination work, which is mainly done by the coordinators, however they are of course already very active in many projects at their own school.</p>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>voXmi was created in 2009, originally on the initiative of 2 committed high school teachers from Graz, who asked the Ministry of Education for support. Their concern was to find solutions to the difficult social problems caused by negative attitude towards multilingualism and cultural diversity at their own high schools. They suggested a pedagogical approach combining two educational foci: digital literacy (high prestige) and multilingualism (low prestige) and have been supported with some additional value units (teaching hours).</p> <p>By 2012, the network had slowly expanded. Interested schools as well as the university of teacher education in Graz and in Vienna have got additional hours for a voXmi coordinator. A strategic team was formed and, in consultation with the Ministry, was able to further develop the network.</p> <p>2013: voXmi was awarded the European Language Label</p> <p>2013 – 2017: voXmi has become part of the NCoC BIMM. Unfortunately the placement of a bottom-up network in a top-down structure has</p>

	<p>created conflicts of interest due to contradictory approaches (related to decision-making processes: see Critical aspects).</p> <p>2017: voXmi strategic team has moved to the university of teacher education and from this date on has got a direct contact with schools, without any directives and quality requirements on the part of the Ministry of Education as binding specifications.</p> <p>2020: the voXmi network engaged in an international cooperation with the network Language Friendly Schools (RUTU Foundation): <a href="https://languagefriendlyschool.org">https://languagefriendlyschool.org</a></p>
<p><b>Dialectical dimension of the initiative</b></p>	<p>Not only individual teachers, but whole schools are on board in the voXmi network: it is a dynamic process and of course persuasion is necessary with some colleagues from the teacher staff. Joint action can change beliefs and attitudes: this is an important goal of voXmi. For the federal coordinators this means that different approaches are necessary in the cooperation with headmasters: school board, school form and size, location, qualifications of teacher staff, composition of parents' and pupils' population are all variable parameters to be taken into consideration. Networking needs regular contact and dialogue.</p> <p>Teachers have expectations towards themselves and voXmi can also help them to make a career: in order to ensure the visibility of their concerns, some of them become lecturers at the university of teacher education practice supervisors for students or take part in international projects</p> <p>voXmi schools place a special emphasis on taking social dimensions into account both in dealing with each other and in acquiring relevant knowledge for life. Therefore, Global Citizenship Education has been playing a significant role already for a few years in these schools. Some of the voXmi schools are also UNESCO schools (<a href="https://aspnet.unesco.org/en-us">https://aspnet.unesco.org/en-us</a>); some of them - like the secondary school Schopenauerstraße in Vienna – have integrated some teachers from the leadership programme Teach for Austria (<a href="https://www.teachforaustria.at/wp-content/uploads/2020/10/Factsheet_TFA_10_2020.pdf">https://www.teachforaustria.at/wp-content/uploads/2020/10/Factsheet_TFA_10_2020.pdf</a>), a non-profit foundation affiliated to Teach for All (<a href="https://teachforall.org">https://teachforall.org</a>) into their team.</p> <p>Supported by research focusing on Global Citizenship Education at the university colleges of teacher education the voXmi schools benefit from the achieved results on global issues and in turn provide the research with a valuable practical field for action research and for the observation of good practice by initial teacher training students - A win-win situation. The direct connection between voXmi and Global Citizenship Education is vividly illustrated by following video on the voXmi YouTube channel: <a href="https://www.youtube.com/watch?v=DcYaOi6TJFY">https://www.youtube.com/watch?v=DcYaOi6TJFY</a></p>

	<p>Currently <b>voXmi global</b> has been nominated by the Austrian Ministry of Education (BMBWF), Science and Research and the Austrian Development Agency (ADA) within GENE Global Education Award 2020/2021 for Quality and good practice in Global Education across Europe (<a href="https://www.gene.eu">https://www.gene.eu</a>):</p> <p>This award is a real support for the network, an incentive to sharpen this common concern and to deepen the idea of "voXmi global". In preparation for the presentation of the network, a joint text on democratic processes was drafted with feedback from the schools on the content.</p>
<p><b>Critical aspects in the implementation of the initiative</b></p>	<p>The <b>bottom-up principle</b> of voXmi has sometimes been viewed controversially from an external perspective. By integrating the voXmi network into the NCoC BIMM in 2013, the Ministry of Education, had in fact taken a top-down measure and defined quality criteria as guidelines, which were taken up as requirements by the schools. This created an additional pressure on these schools which, in many cases, turned out to be counter-productive and somewhat reduced the motivation for participating in the network. Schools do need a framework, but also a certain autonomy and freedom for acting. The learning process for schools is greater if they do not have to constantly deliver/achieve something specific.</p> <p>Due to the benchmarks and requirements of the Ministry, some schools with a high percentage of so-called migrant students felt being more stigmatised as "schools at risk" than valued as voXmi schools.</p> <p>The bottom-up principle carries within itself a democratic character based on self-determination and self-responsibility. This also means few guidelines from the outside, a core concern in the voXmi network.</p> <p>Regarding the <b>expansion of the network</b>, a particular challenge lies in the structural separation between colleges (age 10-14) and high schools, in which multilingualism is considered an obstacle and few students with migration background are granted admission. Institutional racism, discrimination as well as exclusion mechanisms due to multilingualism are documented in education. Many schools recognise that it is a crucial issue to be addressed but do not want to include it in their mission statement for fear of being stigmatised themselves.</p> <p>On the other hand, by also posing these challenges in a social perspective, the voXmi network meetings can strengthen the backs of schools, which no longer feel left alone with this challenge. For teachers, this is also a great relief, as they are often held responsible for the failure of their students.</p> <p>For the time being, the federal educational boards are little involved in voXmi - only occasionally. However, it would be worthwhile if they could better support the dissemination of the voXmi principles in their "Land"</p>

	<p>and sphere of influence.</p> <p>With regard to the structural anchoring of internal school training on voXmi topics, there are still too few experts who can accompany schools in this area. School development facilitators deliberately do not work thematically, but only frame school development processes. It would be meaningful to build teams together with a professional expert for this purpose.</p> <p>Currently, the only way to <b>measure success</b> is the certification of voXmi schools which is requested by the school itself. As soon as it feels ready, the school is contacted by a voXmi commission (national and federal coordinators).</p> <p>In the voXmi network, there is still no systematic monitoring of measures taken, no documentation of progress and no evaluation. The impact on students, teachers and parents is mostly assessed subjectively. The connection to the university of teacher education could play an important role here and support research-based schooling.</p> <p>However, selective field monitoring takes place on the basis of the voXmi goals and can be documented, among other things, via short school reports on the voXmi homepage: ideas for good practice, projects, etc. This opportunity is unfortunately not really used by the schools: they are not really good at presenting their work themselves and still need to develop an eye for what other schools might need. In Vienna, the voXmi coordinators approach the schools and support them in disseminating successful projects.</p>
<p><b>Upscaling potential</b></p>	<p>The voXmi network has great potential for growth:</p> <ul style="list-style-type: none"> <li>○ currently voXmi partners are anchored at 3 universities of teacher education: more institutions could join the network.</li> <li>○ the respective coordination teams can hardly manage the increase of voXmi schools with the current staff and would need more people. The national coordination team could also be enlarged.</li> </ul> <p>The main goal would be to win over all federal states for voXmi: Meetings with the universities of teacher education in Vorarlberg, Upper Austria and Carinthia are already planned. A cooperation with the educational board in Lower Austria is under discussion.</p> <p>voXmi could also become an issue for universities of teacher education - not only in the supervision of voXmi schools, but for themselves in questioning their engagement and the quality of their educational offers regarding these crucial social issues.</p> <p>In order to establish voXmi as a good practice, evidence is needed on the extent to which it is received by teachers and students and what benefits it brings them in a medium and long-term perspective: The hypotheses that it enables coping with experiences of discrimination and trauma, that it strengthens solidarity, participation, self-responsibility and</p>

	<p>improves school climate would have to be researched. The concept of "world citizenship" could also be a relevant topic.</p>
<p><b>Innovative elements in the initiative</b></p>	<ul style="list-style-type: none"> <li>○ Digitisation associated with a specific issue: students and teachers use it for voXmi goals. At the annual e-Bazaar of the University of Education in Vienna, voXmi presents innovative materials like digital apps (e.g. language learning - flight and migration, ...). Within the network e-lectures became a tradition long before the pandemic.</li> <li>○ Peer learning local, national, international: <i>Language friendly school</i> :  <i>“Working together in a network is an ongoing, democratic process of meeting each other at eye level, of discussing concepts and goals. voXmi has a wealth of experience in this and would like to share this experience beyond Austria’s borders. We already have a first wonderful partner in the Language Friendly Schools, an initiative of the Rutu Foundation for Intercultural Multilingual Education. Learning from and with each other is the comprehensive motto of voXmi. The exchange on good practice in language friendly schools is always at the centre of discussion.”</i>  (<a href="https://www.voxmi.at/voxmi/english/">https://www.voxmi.at/voxmi/english/</a>)</li> <li>○ Multi-perspectivity in dealing with global dimensions and citizenship education: learning, experiencing, exemplifying, changing in everyday school life.</li> <li>○ Tackling of global issues in a networked way and addressing the concepts behind.</li> <li>○ voXmi schools connect with universities of TE : they enrich teaching and research in teacher education with impulses from the own practice</li> </ul>
<p><b>Any other relevant comments/details or information</b></p>	<p>voXmi underlines the importance of critical reflection on dominance in the context of democracy (using multilingualism as an example). Lesson learned: It could be helpful to compare different concepts of Citizenship Education and to explore the considerations and strategies existing outside the EU and beyond the global North. The different approaches should not be divided geographically: there is also a global North and South in Austria itself (dominance and power relations). Comment from the interviews concerning the Reference Framework of Competences for Democratic Culture: the statement on global citizenship could be articulated a bit more explicitly. The tool has been perceived as a reference by the voXmi network at the level of the coordinators, but the schools do not know the document yet (or not very well). There are already a number of reference frameworks with education-related competence grids, but so far, they have only been of limited help to school practice. The division into skills, attitude and knowledge seems to not really catch on and would in any case need well thought-out transfer strategies. Experiencing together, reflecting and discussing concepts</p>

	however works. In teacher education, more time should be devoted to the discussion of underlying concepts.
<b>References</b>	Please see “Methodology used to conduct the analysis”
<b>Web link(s)</b>	<a href="https://www.voxmi.at">https://www.voxmi.at</a>

<b>Citizenship Passport (Passeport citoyen)</b>	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	University Côte d'Azur (UCA)
<b>Contributors</b>	Catherine Blaya, Alessandro Bergamaschi, Iman Ben Lakhdhar
<b>Methodology used to conduct the research</b>	We collected the elements contained in this grid by visiting institutional sites and inserting keywords in different search engines. We interviewed 7 people from the involved institutions: 2 from the department <sup>3</sup> , 2 from the Local education authority, 2 from the city of Nice authorities, 1 headmaster from a primary school.
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	Citizenship Passport (Passeport citoyen)
<b>Level of implementation</b>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local – We focused on the local area. <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify.....</i> )
<b>Country in which the initiative is implemented</b>	France
<b>Region, city, or area of implementation</b>	Supposedly the whole country but our case study is about Alpes-Maritimes, that is the local area.
<b>Local institution/organisation or other relevant settings</b>	City (commune), County council (Conseil départemental), National education local services (rectorat)
<b>Key words</b>	Booklet (livret), passport (passeport), course (parcours), citizen (citoyen), primary school (école primaire), lower secondary school (collège), higher secondary school (lycée)

<sup>3</sup> France has got a central State that is divided into territorial bodies at three different levels: region, department and *commune* (villages, towns and cities). The State is responsible for curriculum, finance and staff recruitment and has 28 regional offices called *rectorats*. While regions administer higher secondary schools (lycées), departments administer lower secondary schools (collèges) and communes administer primary schools.

<p><b>Scope of the initiative</b></p>	<p><input checked="" type="checkbox"/> Teachers' training policies</p> <p><input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers</p> <p><input checked="" type="checkbox"/> Curricula-related policy</p> <p><input type="checkbox"/> WSA- related policy</p> <p><input checked="" type="checkbox"/> Partnerships: Ministry of National Education, Departmental Council, city of Nice</p> <p><input type="checkbox"/> Other.....</p> <p><b>Short description</b></p> <p>It is a document of around thirty pages, including one version for primary schools and one for lower secondary schools. Its objective is to promote education for citizenship. The citizen passport is built around 7 themes, republican values, citizenship, freedom of expression, solidarity, the duty of remembrance, the environment, sports / health.</p>
<p><b>Which needs/problems does this initiative address(ed)?</b></p>	<p>During the Extraordinary Municipal Council on January 19, 2015, organized following the terrorist attacks perpetrated in France, many measures in the areas of security, prevention and education were taken immediately in order to make school children aware of the values of the Republic and to develop citizenship education.</p>
<p><b>Description of the initiative</b></p>	<p>A circular from the Ministry of National Education was published in the Official Bulletin No. 25 of June 23, 2016. It specifies the implementation of the education to citizenship that was announced on January 22, 2015 by the Minister of National Education, after the attacks the same month of that year. It was one out of the eleven measures resulting from the great mobilization of the School for the teaching of values of the Republic. Four main axes were defined by the Minister:</p> <ul style="list-style-type: none"> <li>➤ Putting secularism and the transmission of republican values at the heart of the School's mobilization.</li> <li>➤ To develop citizenship and the culture of commitment with all of the School's partners.</li> <li>➤ Tackle inequalities and promote social mix to strengthen the sense of belonging in the Republic.</li> <li>➤ Mobilize Higher Education and Research.</li> </ul> <p>It was in this first axis that the citizen's journey took place. Its objective is to promote learning about citizenship as a coherent whole, from primary to high school, so that students learn to become responsible and free citizens. Mainly school-based, this citizenship course must mobilize the entire educational community, which is responsible for its implementation. Through active pedagogy, one of the main challenges is to make students actors in the learning process so that they are empowered to find some meaning in the process and so that it is appealing to them.</p> <p><b>Measures to raise awareness of the values of the Republic have been set up after the attacks of 2015</b></p> <p><u>Civic Workshop</u></p> <p>The 1<sup>st</sup> measure was implemented at the end of January 2015. The civic education workshop is aimed at children from CP to CM2. This workshop is delivered in schools during the Educational Reception Time or during lunch break, once a week.</p>

During this awareness raising workshop, children approach, in a playful way, subjects such as secularism, the articulation of rights and responsibilities, discrimination, the risks related to the use of the Internet, the symbols of the Republic (the Marseillaise, the flag, Marianne, the motto "Liberty, Equality, Fraternity"). The objective is to promote exchanges and discussions around the values of the Republic.

#### The Citizen passport for primary schools

The second measure implemented in Nice schools is the Citizen Passport. This scheme, developed in close collaboration with the National Education services, as part of the School's great mobilization to teach the values of the Republic, is a tool to educate for citizenship that is unique in France. The Citizen Passport is intended for primary school students (from the first to the fifth year of primary education). It offers various sections and quizzes about France, the Republic and its symbols.

#### The Citizen passport for primary education

- 2015-2016: this booklet was distributed to more than 20,000 pupils in public and private elementary schools.
- 2016-2017: distributed to more than 6,500 new first year students.
- 2017-2018: the new version was distributed to more than 20,000 students from Year 2 to Year 6.
- As of the 2018-2019 school year, the citizen passport is distributed to primary schools upon request.

#### An educational and playful booklet that evolves with the child

The Citizen Passport was developed to accompany children in their construction as citizens, throughout primary education. It is progressive and invites them to have fun while learning. Different steps aim to lead children to think about their rights and duties. For example, they learn to:

- Recognize the symbols of the French Republic (flag, anthem, motto, Marianne...).
- Locate on the map of France the main cities of our country.
- Discover the history of France and the main fundamental texts of the French Republic.
- Recognize the great monuments representing the French Republic and the French citizens who have marked the history of France.
- Be aware of the freedom of thought and expression within the school.

#### A unique tool in France, written by the City of Nice and the French Ministry of Education

This citizen's passport is a first at the national level, both in terms of the tool itself and its manufacture, which has been a total sharing between the services of the community and those of the National Education.

#### Award

This citizen passport received "La Marianne d'or" in 2016. It's an award of excellence for cities in France. It honours cities in France and French overseas territories that deserve to have their initiatives, actions and policies to be known and acknowledged, and to become a reference at the national level. However, there is no evaluation of the process that we could get informed about at the moment of the writing of this grid.

We were informed that some changes are under the process to be undertaken, however we do not have any information on what justifies the changes and what their

	<p>authors are aiming to achieve. As for today, as far as we know, there is no assessment of the quality of implementation and of the impact in terms of awareness raising and learning outcomes about citizenship.</p> <p><u>The citizen passport for lower secondary schools</u></p> <p>The Citizen Passport for lower secondary schools was jointly developed by the Alpes Maritimes County council and the Local Education Authority (LEA) of the same area.</p> <p><u>Objectives of the action / Expected effects</u></p> <ul style="list-style-type: none"> <li>○ To standardize the rules of living together through a tool that is shared by all educational staff (school and extracurricular),</li> <li>○ To promote and encourage positive behaviours in children in order to improve individual well-being and the school climate of the school and the classroom,</li> <li>○ To strengthen family-school-society bonds.</li> </ul> <p>The passport for secondary schools was designed with the involvement and contribution of the Youth County council that in cooperation with the Local Education Authority enabled the young people to participate in the designing of the project as genuine actors.</p> <p>The interviews we completed with two representatives of the County Council and the ones from the LEA showed that although much was invested in the designing and promotion of the project, there was no follow-up whatsoever from part of the two involved institutions who stated they were not be able to organize it. We could not get any information on the participation of schools nor the potential impact of the measure.</p> <p>It might be interesting to set up some kind of collaboration with academic research to try and implement it again and to secure some follow-up to assess the existence of any potential impact. Moreover, students might have been involved in the transmission and teaching process to their peers as meta-analyses on school-based interventions show that when the young people are actively involved, interventions are usually more effective (Wilson &amp; Lipsey,. Although the students who contributed to the designing of the project might have improved their knowledge, skills and maybe behaviours, it might be interesting to widen up the scope of effectiveness if any.</p>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>The policy directions for the citizen passport haven't changed since its implementation in 2015.</p> <p>After the dramatic events in Nice on July 14, 2016, the Mayor of this city required a new version of this passport. Changes have been made for a new version validated in 2017:</p> <ul style="list-style-type: none"> <li>➤ Insertion on the cover of the Marianne d'Or awarded in 2016.</li> <li>➤ Addition of a heading: "In Nice, the Republic and its values were flouted on 14 July 2016".</li> <li>➤ At the end of the booklet, new pages have been inserted on the citizen pathways for cycles 2 and 3, with concrete examples of citizen actions on the following themes: empathy, law and rules to live in society, empowerment to think in an autonomous way and to dialogue with others, commitment.</li> <li>➤ Places for action in school and in everyday life have been included.</li> </ul>

	<p>➤ Finally, pupils are asked to organize an event with their class group that brings together other classes to celebrate a value of the Republic and to illustrate this event with a drawing or photo.</p> <p>However, we do not have any detailed information on what motivated these changes.</p> <p>The City of Nice and the National Education ministry decided to revise this support in depth during the year 2020-2021. From that date, these actions are to be presented within a new edition that will follow the pupils throughout their schooling and will make it possible to formalize, thanks to the activities completed by each pupil, some learning for Citizenship. It will be a question of revising the design of the form:</p> <ul style="list-style-type: none"> <li>○ Change of format with the transition to a schoolbook type format</li> <li>○ Improvement of the illustrations and pagination</li> </ul> <p>Aa for the content, many additions are made:</p> <ul style="list-style-type: none"> <li>○ Local history (in particular the attachment of Nice to France)</li> <li>○ Explaining voting and role of the Municipality</li> <li>○ Extensive mention of local public services</li> <li>○ Sustainable development</li> <li>○ Law of 1901, non-lucrative organisations</li> <li>○ The French-speaking world</li> <li>○ France in international organisations (UN, UNESCO...)</li> </ul> <p>Finally, the passport will be further integrated into a global and coherent civic pathway by setting up spaces for stamping and thus acknowledging the activities taken by pupils.</p>
<p><b>Critical aspects in the implementation of the initiative</b></p>	<p>Each critical aspect was identified through interviews with those involved in the development and follow-up of the Citizen Passport:</p> <ul style="list-style-type: none"> <li>➤ Every year, its use is to be questioned according to the context of the territory.</li> <li>➤ Its objectives and use must be re-explained regularly, especially due to the turnover of the school staff.</li> <li>➤ It's implementation by teachers and use among pupils was not assessed.</li> <li>➤ Its distribution to all schools in the territory was not checked.</li> <li>➤ School headmasters were not keen to be in charge and to distribute and implement the Citizen Passport</li> <li>➤ There is no dialogue between the institutions in charge of primary education and the ones in charge of secondary education and as a consequence no continuity whatsoever was planned between the two levels of education. Moreover, the citizen passport for lower secondary education is for years 9 and 1<sup>a</sup> while primary education ends with grade 6. This means there is a gap for grades 7 and 8 which seems rather incoherent.</li> </ul>
<p><b>Upscaling potential</b></p>	<p>The goal is for all schools in France to develop a Citizen Passport.</p>
<p><b>Innovative elements in the initiative</b></p>	<p>The new version of the Citizen Passport, which will be distributed to primary schools on the occasion of the day celebrating Secularism, includes a booklet for years 2, 3, 4 and a different one for pupils in years 5 and 6 in order to respect their learning progression.</p> <p>To involve families in citizenship education, children will have a booklet they can take home. A stamp will be added to each visit to a place related to citizenship education. After collecting several stamps, children will receive goodies. However, we did not get any information on what these goodies are supposed to be.</p>

	<p>The way the involvement of the young people in their passport activities is a key to success. It was planned that the lower secondary version of the citizenship passport would enable students to take a fifteen-minute oral examination for their lower secondary school final exam (Diplôme National du Brevet). Students can present a project completed in one of the four school axes: health, future, arts and cultural education, citizenship.</p> <p>Another innovative element is in the nature of this learning material. In an education system as centralized as the French republican education system, it is indeed rare that the implementation of a tool designed by the Ministry is left to the discretion of local institutions. However, the County council nor the Education authorities could provide us with an account of how many students chose this optional test and how they achieved.</p>
<b>Challenges addressed</b>	Challenges addressed are to enable build a culture of a shared moral and civic culture.
<b>Any other relevant comments/details or information</b>	<p>Three interviews were conducted with an Inspector from the Rectorate of Nice, the Citizen Passport referent of the City of Nice and a primary school headmaster. All these people contributed to the realization of this tool.</p> <p>Two interviews were conducted with staff from the Rectorate of Nice (Local Education Authorities) to collect information about the Citizen Passport intended for secondary schools. Despite they knew about the device, these two interlocutors had no additional information about dissemination to lower secondary schools nor about its use by education staff.</p>
<b>References</b>	Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. <i>American journal of preventive medicine</i> , 33(2), S130-S143.
<b>Web link(s)</b>	<p>Canopé : <a href="https://www.reseau-canope.fr/les-valeurs-de-la-republique/enseignement-moral-et-civique-en-primaire.html">https://www.reseau-canope.fr/les-valeurs-de-la-republique/enseignement-moral-et-civique-en-primaire.html</a></p> <p>Eduscol: <a href="https://eduscol.education.fr/588/citoyennete-et-valeurs-de-la-republique">https://eduscol.education.fr/588/citoyennete-et-valeurs-de-la-republique</a></p> <p>Ville de Nice : <a href="https://www.nice.fr/fr/actualites/lancement-du-passeport-citoyen/mairie?type=articles">https://www.nice.fr/fr/actualites/lancement-du-passeport-citoyen/mairie?type=articles</a></p> <p>Conseil Départemental <a href="https://www.crdp-nice.fr/passeport-citoyen-17578.html">passeport-citoyen-17578.html</a></p>

<b>AFEV</b>	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	FREREF
<b>Contributors</b>	Monica Turrini, Liliane Esnault, Axel Joder, Julie Raouane
<b>Research methods</b>	Interviews, review of internal documents, review of communication materials.
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	Afev Mentorship programme
<b>Level of implementation</b>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiative <input checked="" type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify</i> .....)
<b>Country in which the initiative is/was implemented</b>	France
<b>Region, city, or area of implementation</b>	France but we investigated especially in Lyon and Nice area
<b>Local institution/organisation or other relevant settings</b>	Afev Lyon and Afev Nice
<b>KEY WORDS</b>	Mentorship, Tutorship
<b>Scope of the initiative</b>	<input type="checkbox"/> Teachers' training policies <input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers <input type="checkbox"/> Curricula-related policy <input type="checkbox"/> WSA- related policy <input type="checkbox"/> Partnerships: <i>please specify</i> ..... <input type="checkbox"/> Other..... <b><u>Short description</u></b> The mentorship programme involves students in a mentoring practice of younger pupils, not only to support pupils in doing their homework but also to support them in choosing their professional orientation and foster personal development.
<b>Which needs/problems does this initiative address(ed)?</b>	Equal opportunities, student support, preventing school drop-out, student orientation, social mobility, student well-being, access to education, access to higher education

### Description of the initiative

Afev is a French national association (NGO) recognised of public utility since 1991. It was created originally by students and has now more than 200 employees working to support vulnerable children and children from disadvantaged background, and to provide educational support. Afev is acting on the field mainly through 3 programmes: Mentorship, civic service and solidarity apartment-sharing. This case-study focuses on the mentorship programme. Afev is also working in the field of advocacy to promote mentorship and the recognition of competences acquired during mentorship / volunteering experiences.

Purpose of the programme:

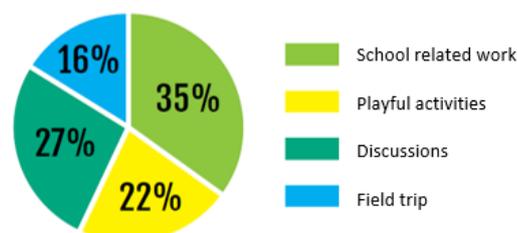
The programme targets children (from 5 to 18 years old) and especially vulnerable pupils (newly arrived children) and pupils from a disadvantaged background (with learning / schooling difficulties, from a socio-economical disadvantaged background etc.).

Aims of the programme is to reduce social and educational inequalities, support equal access to education and especially to higher education, to support effective learning, orientation and well-being of pupils.

Programme implementation: students in higher education are gathered in tandem with volunteering children aiming to participate in the mentorship programme. The tandem spends 2 hours at the child's house per week together during a school year. Accompaniment is individual and centred on the need and interests of the child, but also intend to create a link with the child's family and support parenting engagement.

Mentors have different educational aim depending on the age: for young children from 5 to 7, mentorship focuses mainly on reading skills, from 8 to 11 years old, accompaniment focuses on the autonomy of the child, then for children in 4<sup>ème</sup> and 3<sup>ème</sup> (8<sup>th</sup> and 9<sup>th</sup> grade, end of lower secondary education in France) it mainly focuses on self-confidence, personal development and orientation. Mentorship programme can also be implemented for pupils in VET with the objective of preventing school drop-out and for newly arrived children with the objective to accompany in the discovery of the host country society and culture.

Mentorship activities:



Source: Afev survey realised with 654 volunteers in 2015.

Training: mentors are provided with trainings by local staff of Afev, online through the digital platform COMPLETER, and thanks to a dashboard, MOOCs in partnership with the start up Didasc. Mentors are provided a first time at the beginning of the year a 2h30 session with exercises and then have some other training online during the year. Mentors are also followed by local staff regularly

	<p>and debrief mentorship sessions with them. Afev is thinking about systemising the sessions' feedbacks thanks to a chat bot on the digital platform.</p> <p><u>Impact for mentees:</u> mastering of learning and acquisition of the “sense of the school”, pupils well-being. Read the full evaluation <a href="#">here</a>.</p> <p><u>Impact for mentors:</u> Engagement of mentors in this initiative support the acquisition of social and civil competences such as civic engagement, solidarity, awareness of social inequalities, intercultural understanding and communication as well as self-reflection on learning processes.</p>
<p><b>Evaluation and impact</b></p>	<p>Regarding mentoring students, they can perform a self-evaluation of the competences acquired or developed according to a competence model Afev has developed that includes communication (oral, written, non-verbal communication; active listening, diplomacy), accompaniment (learning to learn, patience, transmission of knowledge and skills, generation of motivation and self-esteem), creativity (innovation, imagination, ability to project in the future, take initiatives), organisation (time management; decision-making; building of strategies; prioritisation; problem-solving), empathy (mediation, detachment and objectivity; adaptability), cultural “openness” (mutual learning; respect: tolerance; curiosity), and engagement (taking responsibilities, autonomy; reliability). The assessment of competences can be done on an online tool “REEC” (Reconnaissance de l’Engagement Etudiant et des Compétences – <i>Recognition of the student engagement and competences</i>) available for mentors, universities and Afev staff.</p> <p>Universities can recognize/ valorise the mentorship experience and/or the competences acquired during the mentorship. However, there is no unified process to recognize/ valorise it at the academic level.</p> <p>At UCA there is an “engagement bonus” for students engaged in NGO activities. For being engaged in the mentorship programme, a student can obtain 0.25 points in addition to his/her average grade per semester, if he/she was seriously engaged in the mentorship programme. This is a serious incentive for students as 0.25 points could positively impact their selection into selective learning/training paths.</p>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>The programme grew-up and involves more and more mentees and mentors. Afev is reflecting upon tools and methods to systemise some processes as explained above, both to improve the quality of mentorship but also to give students an opportunity to valorise their experiences. The methodology of Afev is unified in all local offices, despite some differences of seize (in terms of number of participants and staff members), but there are some specificities in local offices such as in Nice, were the Mentorship programme include a significative number of VET students.</p>
<p><b>Dialectical dimension of the initiative</b></p>	<p>The recognition and valorisation of student engagement in NGOs seems to interest a lot of providers of higher education, but the conditions of the recognition are not unified and there is a need to find a balanced valorisation of engagement while differentiate it from formal education and formal assessment of learning outcomes.</p>

<b>Critical aspects in the implementation of the initiative</b>	<p>Afev does not seem to have a systematic quantitative way to evaluate progresses for mentees.</p> <p>Evaluation / valorisation and recognition of the competences acquired by mentors are still issues managed internally and not in a systematic united process, especially universities do not have a unified process to recognize competences assessed within the Afev.</p>
<b>Upscaling potential</b>	<p>The upscaling potential of this initiative is quite high, mainly because the leading organisation Afev is developing and growing in terms of volunteers and staff. They are developing a platform for the recognition of student engagement and competences acquired during volunteering experiences "REEC" which is intended to facilitate and systematise the competences assessment and recognition of competences, which could lead to a better valorisation of the experience in the academic or professional field.</p> <p>The State is also more committed in promoting mentorship and the French President has recently declared (Saints, March 2021) that he expects every child that need it to get access to mentorship, and to go from 30 000 children mentored today to 100 000 by 2021 and the double by 2022. However, the practical conditions of the support to reach this target are still not clear, but we can expect that NGOs members of the Collectif Mentorat will get more state funding to implement their programmes.</p>
<b>Innovative elements in the initiative</b>	<p>Digital platform</p> <p>Recognition of competences acquired in an unformal learning context</p>
<b>Challenges addressed</b>	<p>School drop-out; educational inequalities; social inequalities; intercultural understanding; equal access to education; equal access to higher education; social mobility.</p>
<b>References</b>	<p>About Saints declaration on mentorship, March 2021 :  <a href="https://www.associationsocrate.org/2021/03/le-mentorat-une-solution-enfin-plebiscitee-par-letat/">https://www.associationsocrate.org/2021/03/le-mentorat-une-solution-enfin-plebiscitee-par-letat/</a></p> <p>Afev website:  <a href="https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/">https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/</a></p> <p>Référentiel Afev REEC</p> <p>Tuto Comet REEC</p> <p>Enquête « l'accompagnement » 2019 Afev and Trajectoires-Reflex</p>
<b>Web link(s)</b>	<p><a href="https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/">https://afev.org/nos-actions/accompagnement-individualise/presentation-generale/</a></p>

## Law 92/2019 – Introduction to civic education teaching

### Section 1: PARTNER INFORMATION

<b>Partner</b>	IIHL - International Institute of Humanitarian Law
<b>Contributor</b>	Irene Baraldi
<b>Research methods</b>	<p>This work was carried out through qualitative research methods. To conduct the research, researchers made use of both primary and secondary sources:</p> <ul style="list-style-type: none"> <li>● Primary sources: <ul style="list-style-type: none"> <li>- Official documents delivered by the Ministry of Education or other entities, such as the Higher Council of Public Education.</li> <li>- Interviews to teachers of 6 different schools involved in the teaching of civic education. The interviews were conducted during March 2021 and took place online through google meet/zoom platforms.</li> </ul> </li> <li>● Secondary sources: newspapers articles and online articles were also referred to in conducting the research.</li> </ul>

### Section 2: CASE STUDY

<b>Initiative</b>	<p>Italian legislation on civic education teaching:</p> <ul style="list-style-type: none"> <li>● Law No. 92 of 20<sup>th</sup> August 2019, called “<i>Introduction of civic education teaching</i>”</li> <li>● the Ministerial Decree n. 35/2020 (June) “<i>Guidelines for civic education teaching in accordance with art. 3 of Law No. 92/2019</i>”</li> <li>● <b>the Protocol n. 19479/2020 (July) “<i>National Teacher Training Plan</i>”</b></li> </ul>
<b>Level of implementation</b>	<input type="checkbox"/> International <input type="checkbox"/> <b>National</b> <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify.....</i> )
<b>Country in which the initiative is/was implemented</b>	Italy
<b>Region, city, or area of implementation</b>	Italy
<b>Local institution/organisation or other relevant settings</b>	/
<b>KEY WORDS</b>	Civic education, constitutional principles, digital citizenship, sustainable development

<p><b>Scope of the initiative</b></p>	<p><input type="checkbox"/> <b>Teachers’ training policies</b></p> <p><input type="checkbox"/> <b>Policies generically addressed to students and citizens including tools for teachers</b></p> <p><input type="checkbox"/> <b>Curricula-related policy</b></p> <p><input type="checkbox"/> WSA- related policy</p> <p><input type="checkbox"/> Partnerships: <i>please specify</i>.....</p> <p><input type="checkbox"/> Other.....</p> <p><b><u>Short description</u></b></p> <p>The Protocol n. 19479/2020 (July) “National Teacher Training Plan” is part of the new legislation on the introduction of Civic Education Teaching in the Italian context.</p> <p>The plan followed the Law No. 92 of 20th August 2019, called “Introduction of civic education teaching”, which extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject; and the Ministerial Decree n. 35/2020 (June) “Guidelines for civic education teaching in accordance with art. 3 of Law No. 92/2019”, which specified the learning objectives of the teaching. In this framework civic education teaching is intended as the teaching of the Italian Constitution, the European Union institutions, legality principles, digital and active citizenship, environmental sustainability, topics surrounding health and well-being of the person (art. 1, 2, 92/2019).</p>
<p><b>Which needs/problems does this initiative address(ed)?</b></p>	<p>The introduction of the new law was implemented with the idea of reforming the teaching of civic education in the Italian context to <b>make it compulsory in every school and to include in the curriculum topics such as Sustainable Development and digital citizenship</b>, which were not included in the previous, not compulsory, teaching of Civic Education. The most relevant aspect of this new law is the introduction of the <b>evaluation of students’ competences in Civic Education</b>.</p> <p>With regards to the teachers’ training plan the law states that the implementation of the newly introduced Civic Education teaching needs to be supported and enhanced by other educational initiatives. In particular, an adequate training of civic education teachers on the objectives, contents, methods, teaching practices is necessary. According to the law, <b>the transcurricular characteristic of the new teaching requires specific teachers training</b>.</p>
<p><b>Description of the initiative</b></p>	<p>The <b>National Teacher Training Plan (Prot. n. 19479/2020)</b>, was approved in July 2020 as a follow-up of the Law 92/2019 on the introduction of Civic Education Teaching.</p> <p>In order to understand the objectives and the idea behind the teacher training plan, it is necessary to first analyse how the new law planned the teaching.</p> <p><b>Structure of civic education teaching</b></p>

According to the legislation, education teaching is compulsory for both the first and the second cycles of education. Each course must include a minimum of **33 hours per year**.

- **First school cycle.** In the first school cycle civic education is considered a transcurricular subject: there is no coordinator for civic education and each teacher is required to teach civic education. At the end of each semester, the class teachers will meet to assess each student's work and commitment to the subject.
- **Second school cycle.** For the second school cycle, civic education teaching is assigned to teachers authorized to teach legal and economic disciplines. In case there are no teachers qualified to teach legal and economic disciplines, civic education teaching is assigned jointly to several teachers, competent for the different learning objectives/outcomes shared by the teachers in the planning stage. In both cases, each class must have a coordinating teacher. Each student will have a final grade in civic education.

#### **Teachers' training**

According to the National Training Plan, the organisation of teachers' training modules is in charge of the so-called "Coordinating Schools" (Scuole-polo). The coordinating schools are chosen between schools belonging to the same area. These schools are in charge of overseeing the planning and organising the training activities; guaranteeing the correct administrative and accounting management of the training initiatives; keeping contact with the Regional school Authority for monitoring and reporting the activities.

The Coordinating Schools collected the names of the teachers in charge of coordinating the implementation of the civic education teaching in their schools, the coordinators, and invited them to the training course.

According to the law, each training course includes 10 hours of training. After the training, coordinators are asked to organise a 30-hour training course for the other teachers in charge of teaching civic education. As a result, the training consists of 40 hours.

As stated by the law, the training should cover the following topics:

1. The analysis of the three central transcurricular and interconnected concepts.
2. The inclusion of concrete examples of civic education teaching in accordance with the objectives of the guidelines provided by the law;
3. The proposal of assessment grids of students' competences as regards civic education learning
4. The implementation of efficient coordination between teachers in civic education teaching.

The law allocates €4 million per year for teachers' training on civic education starting in 2020 (these funds are taken from the previous law "La Buona Scuola"). Each training course would cost € 3200.

#### **Governance of National Teacher Training Plan**

	<p>In addition to the Coordinating schools, which are in charge of organising the course, other actors play a role in the implementation of civic education teaching:</p> <ol style="list-style-type: none"> <li>1. <b>The technical-scientific Committee:</b> this Committee is in charge of supporting and accompanying the implementation of the Law through the dissemination of guidelines, through in-presence and on-line seminars.</li> <li>2. <b>Research and Innovation Institute for the Italian School - Indire:</b> the institute supports the technical scientific Committee in the seminar organization activities and actions monitoring, collects the best territorial practices and creates a standardized document repository to be made available to each school.</li> <li>3. <b>The Regional School/Education Authority:</b> this authority is in charge of coordinating the actions at the regional level.</li> </ol>
<p><b>Evaluation and impact</b></p>	<p>No impact reports on the Training Courses or more in general on the Law 92/2019 are available yet since the teaching and the training courses have just started. Nevertheless, the researchers of the IIHL tried to analyse how this first implementation phase has developed. To gain information about this, the IIHL team conducted some interviews with 8 teachers of the second cycle. The interviewees were teachers of 6 different schools based in Modena (5) and Imperia (1).</p> <p>Following the interviews, it is possible to identify two main relevant topics that are worth exploring:</p> <ol style="list-style-type: none"> <li>a) The impact that the introduction of this teaching had on teachers;</li> <li>b) A training course that took place in the city of Modena (Emilia-Romagna).</li> </ol> <p>These two issues are strictly connected but they should be analysed separately because of their complexity.</p> <p>The research showed that both issues have been strongly influenced by a major structural characteristic of the law: the interviews showed a <b>fragmented organisation of the teaching and of the training</b> . This led (1) each school to <b><u>self-organise the teaching</u></b> and (2) each Coordinating School to <b><u>implement its own training course</u></b>.</p> <p><b>a. <u>The impact on teachers</u></b></p> <p>The main impact the law had on teachers is linked to its trans-curricular characteristic. Thus the teaching required: (1) The creation of a <b>curriculum</b> (2) The teachers' <b>organisation effort</b> on the sharing of teaching; (3) The creation of an <b>evaluation system</b> for students' competences;</p> <p><b>1. <u>The curriculum</u></b></p> <p>Although the Ministry provided for some Guidelines in the teaching of civic education giving a general overview of the topics to be analysed in class, the lack of a national curriculum led each school to create its own curriculum. In every school, the head teacher chose two or three teachers to be the coordinators of the school. The coordinators were then entitled to create an interdisciplinary curriculum.</p>

In the majority of the schools, the coordinators worked out the learning path on their own and then proposed it to the other teachers. In only one of the schools analysed, the coordinators decided to create three working groups with all the teachers interested in participating. The working groups oversaw reflecting upon the three key areas of the teaching (Constitution, Sustainable development, Digital citizenship). The idea was to create a general learning path from the first year of school to the last year on civic education teaching.

According to the data collected, this led to a general diversification of curriculum accordingly to each school (and sometimes to each class ).

## **2. The sharing of the teaching**

As previously stated, the law assigned civic education teaching to teachers authorized to teach legal and economic disciplines. This is the case for instance of the teachers of Public Law, whose previous academic path (political sciences, law, economy etc) entitle them to teach these disciplines. However, the reality on the ground is very different from the idea stated in the law. Only in one school of the 6 analysed, the teaching of civic education was entitled exclusively to one teacher of the class: this happened because of a specific condition of that school, where, already in the previous years, the head teacher created an additional session of civic education taught by a teacher. Therefore, in this case, the only difference from the previous scenario is that the teaching of civic education in that school is now subjected to evaluation. It is important to notice that this is an exception. In all the other schools analysed, the teaching of civic education was trans-curricular and shared among teachers.

As emerged from the interview, the trans-curricular aspect of the teaching depends again on each school, and, in some cases, on the class teachers. As stated by the law, teachers are not obliged to teach civic education. Therefore, in some classes there are for instance 4 or 5 teachers who share the curriculum of civic education, while in other classes there may be 2 or 3. The choice is discretionary to the class teachers themselves.

## **3. The evaluation of students' competences**

The trans-curricular characteristic of the teaching also influenced the evaluation process of students' competences. Since the teaching is shared, the final evaluation of each student's competences as regards civic education is a **combination of assessments** from different subjects. According to one of the interviewees, this led to two major problems: (1) while in some classes there were enough assessments from different teachers, in other classes there were only one or two grades/marks for each student; (2) there are some subjects , such as history or philosophy which, because of their strict relation to the subject, have more class sessions on civic education, while other subjects, such as physical education, which may analyse the issue of Sports ethics and right, dedicate only one session to civic education teaching. Although there is a disparity, the assessment has the same importance.

During the interviews some teachers argued that civic education should be assessed differently from the other subjects because in their opinion civic education should be intended as a formative subject that should focus more on

	<p>the learning process and on the self-evaluation of the students, than on the final evaluation.</p> <p>This analysis shows that the absence of a common evaluation grid may have led to a general fragmentation of the evaluation process.</p> <p><b>b. Teachers' training</b></p> <p>The course organised in Modena consisted of 5 sessions for a total of a 10-hour module and it was organised by one of the Coordinating Schools in Modena. Each session lasted 2 hours. The first three sessions were mainly theoretical and analysed the three areas of the teaching: Constitution, Digital Citizenship and Sustainable Development. The last two sessions were instead aimed at giving practical advice on how to prepare the curriculum, how to share the teaching and how to manage the evaluation system.</p> <p>As emerged from the interviews, the participants agreed upon the competence of the lecturers in their subjects. However, the majority of the interviewees also stated that the teachers who attended the course already knew the topics analysed because most of them teach History, Philosophy or Humanities, whose curriculum often already included the topics which from now on will be covered by the new teaching of civic education.</p> <p>At the same time, the interviewees also claimed that the course did not give enough provisions on how to organise the teaching. Some of them argued that the course could have focused more on methodological aspects than on contents. What almost all the interviewees agreed upon the most was the lack of practical advice on the creation of an evaluation grid which could have helped in sharing the teaching.</p> <p>Another problem that emerged during the interview is the additional 30-hour training that the coordinators must arrange for their colleagues in charge of teaching civic education. Even in this case, there was a great fragmentation in how these additional sessions were organised and how other teachers were interested in participating in the training. In most cases, however, these additional 30-hour f training had not been organized yet.</p>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>The school year 2020/2021 is the first year of implementation of the teaching. No relevant policy developments were detected.</p>
<p><b>Dialectical dimension of the initiative</b></p>	<p>The interviews can be considered an analysis of the dialectic dimension of the initiative. Nevertheless, the perceptions of different stakeholders analysed in T1.1. can be reported here to give an overview of the reception of the law.</p> <p>The Law No. 92/2019 and the following documents received many diverse reactions coming from different stakeholders of the Italian society, receiving both positive and negative feedback.</p> <p><b><u>Parliament and political parties</u></b></p> <p>The law proposal was appreciated by all parliamentary groups and it was approved with no votes against and 38 abstentions, from the centre-left party, the Democratic Party (PD), which denounced some issues concerning the law (Il Sole 24 ORE, 2019b; Senato.it, 2019):</p>

- (1) **The insufficiency of funding to teachers training:** According to the vice Minister of Education Anna Ascani (PD) although almost €4 million will be destined to teachers training, teachers are around 1 million and therefore only 1 euro per teacher is used to train them (Radio Radicale, 2019). On the PD website, the Education Officer of the Party Camilla Sgambato accused the Government of propaganda affirming that it is inconceivable to reform the educational sector without providing for funds (Partito Democratico website, 2019).
- (2) **The hour/session for teaching civic education per week will be taken away from other subjects' hours/session,** which, according to Ms Simona Malpezzi (PD) will compromise the teaching of other subjects and will increase the workload of teachers (Il Sole 24 ORE, 2019b).

From the right side, the League Party (which promoted the law) and the FDI ("Brothers of Italy") party expressed satisfaction for the approval of the law welcoming some of the newly introduced traditional elements, such as the teaching of the national anthem and of the national flag (Il Sole 24 ORE, 2019b).

#### Trade associations

Trade associations, teachers and head teachers' associations played a role in the debate surrounding the teaching of civic education and, generally speaking, they expressed a number of criticisms.

- **APIDGE** (the Professional Association of law and political economy teachers) showed concerns regarding the possibility that, in some cases, the teaching of civic education would be entrusted to teachers of other subjects, which may **lack the competence of teaching civic education** (Orizzonte scuola, 2019).
- The **National Observatory on Internationalisation of schools and students mobility**, created by INTERCULTURA Foundation and supported by the Ministry of Education and the National Association of head teachers (ANP), published a **report** on a research on a sample number of head teachers on the new law on civic education. According to the report, 4 head teachers out of 5 favourably welcomed the new law, even though they highlighted some obstacles that teachers may encounter: among others, **the limited total amount of hours if compared to the education objectives, the insufficiency of funding in relation to teachers' efforts, and the possible difficulty of coordination between teachers** (National Observatory, 2020; Tecnica della scuola, 2020).
- At the beginning of June 2020 **ANP** itself and other teachers' associations, such as **GILDA**, asked for a new referral of the law to the following school year (2021/2022) denouncing the lack of time to organise the new teaching, also in relation to the COVID-19 pandemic (ANP, 2020; Orizzonte scuola, 2020).
- The trade association **FLC CGIL** in July 2020 critically pointed out the lack of funding of the reform, which will negatively impact on the implementation of the reform. FLC CIGL also assessed the teachers training foreseen by the law negatively, defining it as inadequate in relation to teachers' formation.

At the same time, these courses will only add workload to teachers without providing for financial resources (FLC CGIL, 2020).

#### Other stakeholders

- According to a Report published by **ASVIS** in 2020, the implementation of the Law No. 92/2019 may contribute to the achievement of **GOAL 16** of the Sustainable Development Goals. According to ASVIS, the three axes (Constitution, Sustainable Development and Digital Citizenship) on which the law is shaped may lead to an increased cultural awareness in young generations of values like legality and non-violence, respect for diversity and fight against discrimination, key aspects in building a peaceful, just and inclusive society (ASVIS, 2020).
- **WeWorld Onlus** and **MigratED** produced a **report** on how the concept of Global Citizenship Education is promoted in Italy. According to the report, the Law No. 92/2019 on **civic education represents a step forward in the inclusion of Global Citizenship Education** objectives in the Italian educational system. As they state, the transversal value of this newly structured civic education teaching covers several characteristics of Global Citizenship Education (GCED). However, the report also highlights the need for an **efficient coordination** among the subjects in which civic education is taught ‘in order to avoid superficial and unproductive aggregations of theoretical contents and [instead] to develop processes of interconnection between disciplinary and extra-disciplinary knowledge, in coherence with the GCED approach’ (WeWorld, 2020, p. 2).
- As regards the relation between GCED and the law on civic education teaching a well-known Italian community dealing with International cooperation, **info-cooperazione**, critically assessed the law (info-cooperazione, 2019). On the one hand, info-cooperazione highlighted how several topics included in the programme of **civic education teaching are also key issues in GCED**. This is the case for instance of development and environmental education, intercultural education, citizenship education. Similarly, GCED is also part of the 2030 AGENDA, which is one of the main topics of the teaching. On the other hand, info.cooperazione also says ‘the path that led to the **reintegration of civic education does not seem to have interacted in any way with the world of Global Citizenship Education**’. In their opinion civic education teaching looks like a parallel path to the one that Italian associations and national institutions have brought forth in recent years and which has resulted in the **Italian Strategy for Education for Global Citizenship**. According to the article, ‘It would be a real shame if the institutions failed to exploit the experience, resources and know-how developed by all the actors involved starting from the ministries (Maeci/Aics and Miur) passing through local authorities, schools, universities and civil society’. Info-cooperazione also focuses on other critical points, which have already been mentioned by several stakeholders, like the insufficient funding, making this law a “zero-cost law”: no additional staff or financial resources are expected for the teaching of civic education (info-cooperazione, 2019).

#### Parents’ associations

	<p>“Article 26” is an association composed by those parents who work, under the supervision of education specialists, in a growing number of cities in order to: 1) promote the educational role played by families and schools; 2) support parents and teachers within the educational tasks they have to perform; 3) work for the educational continuity between school and families. Article 26 asks for the setting up of a Commission composed by the parents’ associations representatives in order to draft the national guidelines on civic education with regard to the objectives, content and activities (Tecnica della scuola, 2019).</p> <p><b>Other criticisms:</b></p> <ol style="list-style-type: none"> <li>1. Different and contrasting opinions about the importance of some of the main topics (and the lack of others) that should be addressed during civic education classes (e.g., consumer education, road safety education, etc..)</li> <li>2. Lack of official common material (such as books): this situation was complicated by Covid-19 because teachers were encouraged to reconfirm the same textbooks used during the 2019-2020 school year</li> </ol>
<p><b>Critical aspects in the implementation of the initiative</b></p>	<p>As emerged from the interviews, some critical aspects in the implementation of the initiative can be summarised as following:</p> <ul style="list-style-type: none"> <li>● <b><u>Students’ evaluation:</u></b> as previously argued, the evaluation of students’ competence is a topic that all the interviewees have pointed out. According to their opinion, the lack of a grid provided by the Ministry led to great difficulties for teachers in evaluating students. Similarly, the training course that was taken as a case study did not provide for functional and effective ideas in the creation of the grid.</li> <li>● <b><u>The insufficiency of funding in relation to the teachers’ efforts:</u></b> according to the majority of the teachers interviewed, the insufficiency of funding in relation to teachers’ efforts in some cases add workload to the teachers without providing for financial resources. In some cases, this led to the teachers’ lack of participation and enthusiasm.</li> <li>● <b><u>The trans-curricular aspect of the subject:</u></b> since the teaching is considered trans-curricular, while in some cases teachers enthusiastically participated in the training courses or, more in general, in the participatory creation of the curriculum, in some other cases, teachers were sceptical in participating in these activities. From what emerged from the interviews, this feature largely depended on each school’s teachers.</li> <li>● <b><u>Difficulty of coordination between teachers:</u></b> even in this case, teachers were asked an additional effort, which however implied difficulty of coordination between teachers.</li> <li>● <b><u>Timing of implementation of the law:</u></b> according to the majority of the interviewees, more time would have been necessary to implement the law. One example of this is the fact that the training courses began when the school year had already begun and therefore when the teachers should have already begun to teach.</li> </ul>

<b>Upscaling potential</b>	Since the policy is already being implemented at the national level, there is no upscaling potential.
<b>Innovative elements in the initiative</b>	<ul style="list-style-type: none"> <li>● <b>The introduction of mandatory teaching of civic education:</b> until now, civic education was taught without being compulsory, without evaluation and through specific modules.</li> <li>● <b>The creation of a national teachers training plan:</b> the implementation of a national training plan represents an attempt to give uniformity to the teaching and to the knowledge of the teachers who are entitled to teach it.</li> <li>● <b>The introduction of GCED related topics:</b> issues such as sustainable development and digital citizenship were not in many cases part of the school curriculum.</li> </ul>
<b>Challenges addressed</b>	<ul style="list-style-type: none"> <li>● <b>Systematisation of the teaching.</b> In the Italian context, before the implementation of the law, civic education was taught as part of the non-compulsory subject “<b>Citizenship and Education</b>”. Its teaching was discretionary to the teachers and did not identify generalised objectives and learning outcomes. With the new law, the teaching has become compulsory.</li> <li>● <b>Before the law, no nationally-funded and teachers' training was expected.</b> As regards this issue, the law surely provided for teachers' training guidelines in the field of citizenship education. However, as previously argued, most of the teachers were not satisfied with the training. Additionally, since even the organisation of the training was discretionary to each Coordinating School, very different training (with different objectives and different contents) was implemented.</li> <li>● <b>The need to introduce new topics linked to citizenship education in the curriculum.</b> This is the case of the introduction of some relevant topics emerging in the GCED such as digital citizenship and sustainable development.</li> <li>● <b>Attempt to attract the interest of young people on citizenship education:</b> this objective was at the centre of the introduction of the law which, as stated in the text, aims at the formation of active and responsible citizenship, as well as towards the promotion of a full and informed civic, cultural and social life of the communities. In other words, the law aims to sensitize and train students on the issue of citizenship both in the EU context and at the national level, focusing especially on those issues which are more significant for Italy.</li> </ul>
<b>References</b>	info-cooperazione (2019) ‘Educazione Civica ed Educazione alla Cittadinanza Globale, due percorsi paralleli? – Info cooperazione’. Available at: <a href="https://www.info-cooperazione.it/2019/08/educazione-civica-ed-educazione-alla-cittadinanza-globale-due-percorsi-paralleli/">https://www.info-cooperazione.it/2019/08/educazione-civica-ed-educazione-alla-cittadinanza-globale-due-percorsi-paralleli/</a> (Accessed: 14 January 2021).

	<p>Interviews with teachers coming from X different schools of the Province of Modena and Imperia.</p> <p>Ministry of Education (2019) Law n.92/2019 'Introduction of civic education teaching'. Available at: <a href="https://www.gazzettaufficiale.it/eli/id/2019/08/21/19G00105/sg">https://www.gazzettaufficiale.it/eli/id/2019/08/21/19G00105/sg</a> (Accessed: 12 January 2021).</p> <p>Ministry of Education (2020) 'Ministerial Decree Proposal on "School-territory collaborations for the implementation of extra-scholastic experiences of civic education"'. Available at: <a href="https://www.snals.it/Gestione/ImmaginiCaricate/file/Parere_CSPI_AdPlen_EdCiv_21dic_20.pdf">https://www.snals.it/Gestione/ImmaginiCaricate/file/Parere_CSPI_AdPlen_EdCiv_21dic_20.pdf</a>. (Accessed: 20 January 2021).</p> <p>Ministry of Education (2020) Ministerial Decree n. 35/2020 (June) "Guidelines for civic education teaching in accordance to art. 3 of Law n.92/2019", Miur - Ministero dell'istruzione - Ministero dell'università e della ricerca. Available at: <a href="https://www.miur.gov.it/web/guest/-/inviata-alle-scuole-le-linee-guida-per-l-insegnamento-dell-educazione-civica-azzolina-studio-della-costituzione-sviluppo-sostenibile-cittadinanza-digi">https://www.miur.gov.it/web/guest/-/inviata-alle-scuole-le-linee-guida-per-l-insegnamento-dell-educazione-civica-azzolina-studio-della-costituzione-sviluppo-sostenibile-cittadinanza-digi</a> (Accessed: 12 January 2021).</p> <p>Ministry of Education (2020) 'Protocol n. 19479/2020 (July) "National Teacher Training Plan"'. Available at: <a href="https://www.miur.gov.it/documents/20182/0/Prot.+n.19479+del+16+luglio+2020.pdf/2932cc93-c9d8-b345-c29e-43abad07abfb?version=1.0&amp;t=1595423161431">https://www.miur.gov.it/documents/20182/0/Prot.+n.19479+del+16+luglio+2020.pdf/2932cc93-c9d8-b345-c29e-43abad07abfb?version=1.0&amp;t=1595423161431</a></p>
--	---

Rete Sicurascuola - Safe School network	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	IIHL - International Institute of Humanitarian Law
<b>Contributors</b>	Irene Baraldi, Claudio Dondi
<b>Research methods</b>	<p>This work was carried out through qualitative research methods. To conduct the research, researchers made use of both primary and secondary sources:</p> <ul style="list-style-type: none"> <li>• Primary sources: the IIHL team conducted an interview with three members of the Safe School Network, the case study chosen. The Interview took place on March 24<sup>th</sup> 2021 on zoom platform.</li> <li>• Secondary sources: books, books' chapters and online articles materials related to the case study were consulted to fill in the report.</li> </ul>
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	<b>Rete Sicurascuola - Safe School network</b>
<b>Level of implementation</b>	<input type="checkbox"/> International <input type="checkbox"/> National <input checked="" type="checkbox"/> <b>Regional</b> <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> <b>Bottom-up</b> <input type="checkbox"/> Other ( <i>please specify.....</i> )
<b>Country in which the initiative is implemented</b>	Italy
<b>Region, city, or area of implementation</b>	Mainly Liguria region
<b>Local institution/organisation or other relevant settings</b>	The Safe School Network has collaborated with numerous institutions and entities. Their Network has a consolidated partnership with the Association "The Multiplier" and the Regional School Authority of Liguria. Other relevant partners that collaborated with the Network are the University of Malmö (Sweden), the University of Modena and Reggio Emilia (Italy) and the National Association of Time Banks.
<b>KEY WORDS</b>	Citizenship education, prevention of bullying, active participation, school inclusion, prevention of school drop-out, focus on equal opportunities

<p><b>Scope of the initiative</b></p>	<p><input type="checkbox"/> <b>Teachers’ training policies</b></p> <p><input type="checkbox"/> <b>Policies generically directed to students and citizens including tools for teachers</b></p> <p><input type="checkbox"/> Curricula - related policy</p> <p><input type="checkbox"/> WSA - related policy</p> <p><input type="checkbox"/> <b>Partnerships: please specify</b>.....</p> <p><input type="checkbox"/> Other.....</p> <p><b>Short description</b>          The Safe School Network was created in 2008 with the aim of developing research, training, planning and testing actions to promote safety in schools. The Network acts following the idea that the acquisition of constitutional citizenship principles should be promoted not only through traditional disciplinary paths, but also by promoting in schools practices oriented towards dialogue, trust, participation. The activities promoted by the Network are based on listening to the needs of young people and teachers. The Network mainly promotes a practice called MNR (Methodology of Narrative and Reflection), conceived by the association <i>The Multiplier</i>, which is one of the partners of the Network.</p>
<p><b>Which needs/problems does this initiative address(ed)?</b></p>	<p>Between 2002 and 2006, the Association “The Multiplier” conducted a series of research in some schools in the province of Genoa. The results of the research showed some main recurrent issues (Caviglia and Peccenini, 2014; Interview, March 2021):</p> <ol style="list-style-type: none"> <li>1. The need to promote dialogue and communication-oriented activities among students;</li> <li>2. A growing frustration expressed by the teachers in managing the classroom. As emerged also during the interview, the sample of teachers that participated in the research expressed a sense of isolation. As the interviewees explain, when there are problems in the classroom, teachers are frequently left by themselves to deal with them.</li> </ol> <p>As a consequence of these research results, the Safe School Network was created not only to support teachers in managing the class by providing them with facilitation activities, but also to create school inclusion and a positive school environment (Baraldi, 2014a).</p>
<p><b>Description of the initiative</b></p>	<p>The Safe School Network aims to enhance school integration and to prevent possible uneasy situations in schools, such as those linked to violent episodes, bullying, or other similar situations.</p> <p>The Network implements various practices and initiatives, such as:</p> <ul style="list-style-type: none"> <li>● Project monitoring and assistance, training support for teaching and managerial staff and evaluation of the school activities;</li> </ul>

- Organisation of conferences, training (workshops and seminars) and social research, with the involvement of school communities;
- Establishment of agreements, connections and alliances with local authorities and educational agencies in the area.

The Network's main activity is the promotion in classrooms of a facilitation system aimed at enhancing dialogue and openness with and among students, through participatory activities involving confrontation and mediation. This facilitation practice is called Methodology of Narrative and Reflection – MNR. The objective of this facilitation method is to encourage students to reflect upon the possible problematic aspects of their experience, which may regard the relations between peers and parents, the risks linked to their actions and the use of violence.

This practice consists of a series of three or four meetings in the classroom during school time each lasting 2 hours. The meetings are supervised by two teachers already trained in MNR (a facilitator and an observer). The facilitator is in charge of coordinating the session, called *focus group*. The session is divided in 4 phases, introduced by a brief presentation of the facilitator.

1. The first phase consists of an individual reading and a reflection of each student on a short narrative, regarding a problematic social relationship involving children
2. The second phase consists of the spontaneous creation of small groups composed by four students. The groups are asked to reflect upon the text and debate what happened in the text.
3. The third phase consists of the whole class debating the text.
4. In the fourth phase, the facilitator summarises the most important elements that emerged during the discussion.

Throughout all the phases, the students are provided with a so-called Narrative Sheet (*scheda narrativa*) consisting of a series of guidelines to participate in the activities.

All meetings are videotaped: this is a key aspect of the methodology because it allows researchers to write the transcript of the discussion and prepare for the follow-up focus group.

#### **The role of teachers**

Teachers play a key role in the practice of MNR. As previously argued, this practice rose mainly as a consequence of teachers' needs of practicing new and more effective ways of managing the classroom. Therefore, teachers' trainings in MNR practice were developed in order to make the teachers able to manage for a long time the relationships with the group (or groups) of all the students. At the same time, teachers need to strengthen those communication skills that allow them to manage the class with educational and didactic effectiveness.

Since 2004, several teachers have been trained to practice the methodology. Currently, the Network supports teachers in the dissemination, consolidation and use of the methodology.

<p><b>Evaluation and impact</b></p>	<p>Since the practice has been implemented for almost twenty years, a certain number of researches have been carried out. In 2011, the outcomes of the activity of the Network were evaluated by the University of Modena and Reggio Emilia and the results were published in various essays and books. The key impacts of the practice can be summarised as follows:</p> <p><b><u>Impacts on students</u></b></p> <ul style="list-style-type: none"> <li>● According to a research conducted in 2014 (Baraldi, 2014a), facilitation systems such as MNR promote students' active participation more effectively than traditional education systems. This happens for a variety of reasons, such as: the absence of assessments allows students to feel free to express themselves, to contradict facilitators' formulations or to avoid answering facilitators' questions. Similarly, disagreements and alternative perspectives are treated as enrichment.</li> <li>● Pre-session and post-session questionnaires of a similar research (Baraldi, 2014b) showed that the use of a facilitation system also improves the learning abilities of children. This is particularly true when it comes to their understanding of the perceptions of the consequences of their actions, based on reflection developed in the classroom.</li> </ul> <p><b><u>Impacts on teachers:</u></b></p> <ul style="list-style-type: none"> <li>● Through the MNR training, teachers acquire new skills in classroom management, recognize problematic dynamics and promote constructive initiatives. More recently (since 2015), the training has also focused on competence in conflict management;</li> <li>● Teachers also have the opportunity to share their experience (both positive and negative) with other teachers. They find a place where they can express their difficulties within the class and collectively work out effective solutions and create a support network.</li> </ul>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>The Safe school Network was born in 2008 thanks to teachers' enthusiasm following a research promoted in 2002. In this year, in several European countries a questionnaire-based study on school violence addressed to students was implemented. Many Italian students participated in the collection of the narratives. The large participation led some of the teachers involved in the project to create a working group on a facilitation methodology. At the same time, a training course for teachers supported by the Municipality of Genoa was created. The idea was to develop a way to manage the class that would involve the active listening to students' needs. This experience led then to propose the questionnaire in some schools of another city of Liguria region, Sestri Levante.</p> <p>Since 2005, the methodology promoted by The Multiplier has been part of the projects of the Liguria Regional Educational Authority: this allowed the implementation of the MNR practice in many schools, with 2 teachers in each school involved in the methodology. Thus, many schools were involved, also in the suburbs of Genoa.</p>

	<p>The following years represented a turning point for the whole practice since a group of scholars from Universities and of school experts became involved in the study of the methodology, in order to give the practice a theoretical basis. At the same time, working groups on researching the methodology were created, involving the teachers already trained in the MNR practice. The implementation of these working groups led to an improvement of competences for teachers in managing the class.</p> <p>These working groups were promoted by the Regional Education Authority once a month. Following these meetings, teachers' enthusiasm led to an increasing willingness to support and train teachers on dialogic communication, facilitation and mediation. This led to the intensification of the training courses also with the collaboration of the University of Malmo and of the University of Modena and Reggio Emilia. A study visit to Sweden was also organised.</p> <p>Throughout the years, the evaluation of the practices has been implemented mainly by the University of Modena and Reggio Emilia and a training course for teachers was organised. The intensive training course that followed highlighted the need to consolidate and revise aspects.</p>
<p><b>Dialectical dimension of the initiative</b></p>	<p>Generally speaking, the initiative is positively welcomed in the educational community.</p> <ul style="list-style-type: none"> <li>● The MNR practice has spread to 32 schools in the Province of Genoa, involving a total of 500 teachers in training, 250 teachers and about 200 classes. (Caviglia &amp; Peccenini, 2014).</li> <li>● As argued by the interviewees, there is no great opposition to the practice, although in some cases teachers may not be interested in the practice and may not want to give up one of their sessions for it.</li> <li>● Even after retiring, many teachers have kept collaborating with the Network.</li> <li>● Universities and research institutes keep conducting research on these practices and there is the willingness to further improve it.</li> </ul> <p>An interesting point to highlight is how the practice interacts with the new Italian law on Civic Education promoted in 2019 by the Italian Government. According to the interviewees, it could be interesting to realise a training course that links the MNR practice with the teaching of civic education. As argued by the interviewees, the teaching of civic education is structured in a traditional way, where the teaching of knowledge prevails over practical activities learning. The MNR practice may be included in the curriculum of civic education teaching as an alternative to deal with certain topics in a more innovative way, e.g. by starting from students' perspectives.</p>

<p><b>Critical aspects in the implementation of the initiative</b></p>	<p>The interviewees highlighted 3 critical aspects:</p> <ol style="list-style-type: none"> <li>1. The <b>Covid-19 pandemic</b> created a great difficulty to the implementation of the practice, which requires in-person interaction. MNR practitioners are currently trying to develop ways to implement an online form of MNR;</li> <li>2. Throughout the years, many teachers have joined the MNR practice and the interest in implementing this methodology has rapidly grown. Nevertheless, <b>the new generations of teachers are not easy to involve</b>. They did not experience the enthusiasm of the beginning and therefore it can be sometimes difficult to involve them in the Network. The same issue regards the involvement of newly nominated headteachers.</li> <li>3. This is not considered a critical aspect of the initiative, but it may be considered a challenge: the interviewees expressed the <b>willingness to test alternative ways of implementing the MNR practice</b>: currently the tool used is a narrative grid and they would like to test other tools, such as comics, or a script of a screenplay.</li> </ol>
<p><b>Upscaling potential</b></p>	<p>Throughout the years, the Network has collaborated with numerous partners, also coming from other regions. During these collaborations it appeared clear that geographical distances represent a challenge to address. According to the interviewees, the Network does not have an administrative office and it works thanks to the voluntary teachers who believe in the projects. Therefore, creating and maintaining relations with distant partners requires an effort that the Network is not able to put into practice right now.</p>
<p><b>Innovative elements in the initiative</b></p>	<ul style="list-style-type: none"> <li>● <b>Citizenship education through participatory methods.</b> While the school is traditionally seen as a tool to teach knowledge, the practice of MNR represents an innovative way to promote active and participatory learning in the classroom. The idea behind MNR, is that in order to foster the acquisition of the constitutional principles of citizenship, in addition to disciplinary courses, relationship practices based on dialogue, trust and participation should be promoted.</li> <li>● <b>The continuous research activity allows a constant evaluation and improvement of the practice which brings benefits</b> in promoting school inclusion; promoting a positive school environment in order to foster democratic citizenship; supporting teachers who are already MNR operators in the work of dissemination, stabilization and use of this methodology; designing and implementing training activities aimed at the dissemination of MNR methodology as a teaching tool.</li> <li>● <b>The bottom-up characteristic of the Network can be considered an innovative aspect itself.</b> The initial willingness of teachers to create a partnership and to promote strategic actions made schools "training agencies" able to work together with others for the education of all citizens and not just for their own students.</li> <li>● The large network of schools allows the activation of forms of <b>sharing resources</b> for training and classroom interventions (Caviglia &amp; Peccenini, 2014).</li> <li>● <b>Flexibility</b> in facing a large range of problems of communication, inclusion and action in the classroom and outside the classroom, adapting to local needs and emerging issues.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Systematic and complex training initiatives</b></li> </ul>
<p><b>Challenges addressed</b></p>	<ul style="list-style-type: none"> <li>● <b>Enhancing the students' participation in school activities:</b> the practice aims to foster encounters and collaboration among students, to strengthen students' civic and social competencies, to promote in-depth study of certain topics of citizenship education, allowing them to protect themselves from exposure to information that damages critical thinking skills and that risks activating experiences that become habits themselves, reinforcing anti-social behaviours.</li> <li>● <b>Negative scholastic environment:</b> the practice aims to promote teachers' better management of the class, to prevent anti-social behaviours like bullying and cyberbullying.</li> <li>● <b>Teachers' isolation in dealing with problems in class:</b> the methodology addresses the need to listen to teachers who may feel isolated and give them collective support.</li> <li>● <b>Promotion of democratic principles in schools</b> - Through its activities, the Network aims to promote <b>democratic principles</b> based on the responsibility of each individual, to offer students forms of active participation in the school life and to reflect upon different topics</li> <li>● <b>To promote activities in class that are validated and assessed also on a theoretical level and the active involvement of teachers.</b> According to the literature on MNR (Caviglia &amp; Peccenini, 2014), "experts" from outside the school were often called upon to intervene on problems of various kinds, especially of educational importance, with debatable effectiveness and with the effect of depriving teachers of responsibility for the problem faced. In this practice, teachers become active practitioners and facilitators able not only to effectively communicate in the classroom but also to operate in order to enhance children's agency.</li> </ul>

<p><b>References</b></p>	<p>Interview with three members of the Safeschool Network, 24th March 2021</p> <p>Baraldi C. (2014a), Children's participation in communication systems: A theoretical perspective to shape research. In: N. Nicole Warehime (ed.) Soul of Society: A Focus on the Life of Children and Youth, 63-92. Bingley: Emerald Group Publishing.</p> <p>Baraldi (2014b), Facilitare la comunicazione in classe. Suggestimenti della Metodologia della Narrazione e della Riflessione. FrancoAngeli, Milano</p> <p>Caviglia R, Peccenini R, (2014), La Metodologia della Narrazione e della Riflessione in Baraldi (2014), Facilitare la comunicazione in classe. Suggestimenti della Metodologia della Narrazione e della Riflessione. FrancoAngeli, Milano</p> <p>Randazzo G., Russo M., Vacatello M.T. (2009), MNR. Metodologia della Narrazione e della Riflessione, Erga, Genova.</p> <p>Randazzo G., Peccenini R., Russo M., Vacatello M.T. (23 June 2009), Voci dalla Classe - Promuovere Promuovere la socialità a scuola - La Metodologia della Narrazione e della Riflessione, pp. 11 - 14. Edizioni scolastiche, Bruno Mondadori, Milano.</p> <p>Website Sicurascuola:</p> <ul style="list-style-type: none"> <li>● Home page: <a href="http://www.sicurascuola.com/">http://www.sicurascuola.com/</a></li> <li>● Safeschool Network Manifesto: <a href="http://www.sicurascuola.com/chi-siamo/">http://www.sicurascuola.com/chi-siamo/</a></li> <li>● Network Agreement: <a href="http://www.sicurascuola.com/wp-content/uploads/2011/04/accordo-di-rete-FIRMATO_SCUOLA_SICURA_signed-signed.pdf">http://www.sicurascuola.com/wp-content/uploads/2011/04/accordo-di-rete-FIRMATO_SCUOLA_SICURA_signed-signed.pdf</a></li> <li>● Network CV: <a href="http://www.sicurascuola.com/wp-content/uploads/2007/06/CV-RETE-SICURASCUOLA_2021.pdf">http://www.sicurascuola.com/wp-content/uploads/2007/06/CV-RETE-SICURASCUOLA_2021.pdf</a></li> </ul>
<p>Web link</p>	<p><a href="http://www.sicurascuola.com/">http://www.sicurascuola.com/</a></p>

<b>Council of Europe Working Group on Training</b>	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	<i>polis</i> – the Austrian Centre for Citizenship Education in Schools
<b>Contributor</b>	Patriciha Hladschik
<b>Research methods</b>	<ul style="list-style-type: none"> <li>• Desk research; official documents like CoE charter or CoE recommendations, primary sources like CoE official website, secondary sources like articles, for all see list of literature</li> <li>• Own experience as member of the working group</li> <li>• Interviews with Katerina Toura from the Education Department of the Council of Europe and with Rolf Gollob as one of the members of the working group on training</li> </ul>
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	<b>Council of Europe Working Group on Training</b>
<b>Level of the policy implementation</b>	<input checked="" type="checkbox"/> <b>International (in a human rights context European level = regional)</b> <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify</i> .....)
<b>Country/organisation in which the policy is implemented</b>	Council of Europe Member States and States Parties to the European Cultural Convention
<b>Region, city, or area of implementation</b>	---
<b>Key words</b>	Democratic culture, intercultural learning, human rights education, competencies, teacher training, whole school approach, controversial issues, self reflection

<p><b>Scope of the policy</b></p>	<p><input checked="" type="checkbox"/> <b>Teacher training policy</b>  <input type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers  <input type="checkbox"/> Curricula-related policy  <input checked="" type="checkbox"/> <b>WSA-related policy</b>  <input type="checkbox"/> Partnerships: <i>please specify</i> .....  <input type="checkbox"/> Other.....</p> <p><b>Short description</b>  The Working Group on Training is one of many measures of the CoE in order to accompany the implementation of the RFCDC.  The aim of the Working Group on Training is to develop and pilot a standardized training programme in order to create an international trainer pool who is familiar with the RFCDC and can develop training activities in the member states.  This measure supports the activities of the EPAN network that is seen as responsible for teacher trainings initiatives in the member states.</p>
<p><b>Which needs does this policy address(ed)?</b></p>	<ul style="list-style-type: none"> <li>• Need to support CoE member states with an expert pool familiar with the RFCDC in order to foster the implementation of RFCDC in teacher training institutions</li> <li>• Need to sensitize teachers and teacher trainers for the fact that they need to develop their own democratic competences in order to be able to develop these competences in learners</li> </ul>
<p><b>Description of the policy</b></p>	<p><b>implementing actors</b></p> <ul style="list-style-type: none"> <li>• Council of Europe with the mandate of the Steering Committee for Education Policy and Practice (CDPPE)</li> <li>• Members of the Education Policy Advisers Network (EPAN) are both, targeted actors, because they are supported by this measure, on the other hand they are seen as implementing actors in the member states</li> </ul> <p><b>Targeted actors</b></p> <ul style="list-style-type: none"> <li>• EPAN members</li> <li>• teacher training institutions, teacher trainers and teachers in CoE member states and countries to the European Cultural Convention</li> </ul> <p><b>Period of implementation</b></p> <ul style="list-style-type: none"> <li>• The working group is installed for a first phase 2020-2021: The Steering Committee for Education Policy and Practice (CDPPE) in March 2020 installed a <b>Working Group on Training</b> with the mandate to support the strategy on implementing the Reference Framework of Competences for Democratic Culture (RFCDC) in the biennium 2020-2021 by developing “the Council of Europe’s RFCDC blended and other training learning tools, with modularised content, the aim being to mainstream and institutionalise RFCDC Training in States Parties to the European Cultural Convention”. (CoE, 2020c)</li> <li>• The mandate of the group will probably be renewed for the period 2022-2023.</li> </ul> <p><b>Terms of Reference according to CDPPE</b> (CoE, 2020c)</p> <p><b>Composition of the Working Group of Training</b> (The CDPPE Bureau appoints the members of the Group and its Chair):</p> <ul style="list-style-type: none"> <li>• the 3 EPAN lead experts;</li> </ul>

- 3 persons representing the EPAN;
- 2 further persons with expertise in areas related to the RFCDC, and/or in education for democratic citizenship and human rights;
- 2 persons with experience in RFCDC (teacher) training;
- 1 person designated by the European Wergeland Centre;
- 1 person designated by the Zürich University of Teacher Education;
- 1 person designated by the University of Andorra.

#### **Tasks of the RFCDC Working Group on Training**

Emphasizing pre-service and in-service teacher education, the Working Group shall:

- review existing training methodologies and practices;
- design and develop RFCDC modularised training tools and resources;
- develop proposals for a Council of Europe training of trainers' scheme on the RFCDC and for training activities to be adapted and implemented across the States Parties to the European Cultural Convention, based on information from the Education Policy Advisors Network (EPAN) and other relevant sources;
- develop self-learning resources, courses and webinars;
- explore the possibility of establishing certification for RFCDC training tools;
- explore ways to link RFCDC training modules with the 'Free to Speak, Safe to Learn' project themes<sup>1</sup>, as well as with other themes of Council of Europe education-related projects such as Digital Citizenship Education;
- advise on the involvement of key stakeholders at the international, national and regional level (e.g. EPAN, working groups, experts) to integrate and co-ordinate RFCDC training and implementation efforts;
- contribute to overseeing the implementation of RFCDC training activities;
- identify and make further proposals for training-related initiatives in the States Parties to the European Cultural Convention;
- advise the CDPPE and the Secretariat on action required in the preparation, implementation, evaluation and follow-up of activities which focus on RFCDC training.

#### **Timeline for first phase with the aim**

- **to develop a modularized training package leading to certification**
- **to set up an international trainers pool with the help of the EPAN network**
- **to pilot a basic training (20 h) for about 100-150 participants**
- **to pilot a full training of trainers course from April to October 2021 for 50 participants**

**Three meetings in first phase** (3-5 June 2020, 21/22 September 2020, 18/19 November 2020) – only for very interested readers 😊

- Emphasis on discussing the synergies with and links to existing and ongoing Council of Europe activities/tools (Education Policy Advisors Network, Democratic Schools Network, RFCDC Portfolios, RFCDC Teacher Self-Reflection Tool, RFCDC Young Learners Descriptors, Digital Citizenship Education Project, Capacity Building Activities of the Cooperation and Capacity Building Division, Lemon Project)
- Defining first tasks:
  - 1) Developing the modularized full training package leading to certification
  - 2) Planning RFCDC trainings at the international and national/regional levels
    - a. By mapping already existing activities and planned ones;
    - b. By taking stock of tools/materials/activities already developed or under development;
    - c. By connecting to the EPAN work;
    - d. By setting-up the pool of trainers at the international and national/regional levels;
    - e. By involving national training institutions, universities, and other education stakeholders;

f. By involving the Democratic Schools Network.

- Guidelines and principles for the RFCDC training pack
- Goals and core elements, content of the modules
- Goals of the training pack / The RFCDC training pack aims to
  - equip participants with a thorough understanding of RFCDC, its elements and underlying educational approach,
  - give participants experiences and examples enabling them to apply RFCDC in a wide range of educational contexts in congruence with its conceptual basis,
  - provide users/participants with opportunities to develop their own democratic and intercultural competences, and to reflect on how they are applying these competences as trainers/educators,
  - encourage and support participants in developing their critical reflection on their understanding, experience and ability to apply their competences in practice.
- Core principles / approaches of the training pack
  - Development of CDC through various approaches
  - Consistent with Council of Europe approach towards EDC/HRE and IE
  - Comprehensive and coherent
  - Adaptable
  - Experiential approach
  - Action – reflection loops
  - Interaction, cooperation, peer learning
  - Blended learning
- Installation of sub-groups in order to develop the modules
- Timeline for a first piloting course which will lead to a finalized training pack

#### **The 4th meeting in 27 January 2021 brought a change:**

- The scope of the activities was reduced (new budgetary regulations allow for longer planning horizons now; the time pressure on the group was too high).
- The aim now is to develop and pilot a basic module (30 h) for 20 to 40 persons
- The full training course will be developed and piloted in 2022
- This means that the trainer pool will be installed in phase two of the Working Group on Training

#### **First outcome of the WG on training is a draft of the introductory/basic module**

##### **Target group**

- The module can be taken by any interested professional in education, and especially those who wish to become multipliers and further promote the RFCDC in their education contexts
- The participants in the training can be both new to the RFCDC and with some knowledge and experience related to the RFCDC

##### **General aspects**

- The training is designed for online delivery in groups of around 20 participants, keeping in mind that a version will need to be elaborated for face to face or blended learning
- The training will be based on synchronous online sessions and individual work shared by participants on an online platform
- The course will have 25 hours, including 19 hours of online synchronous sessions and 6 hours of individual work

##### **Draft structure**

- Session 1 – 6 hours: Introduction, key concepts and the CDC model

	<ul style="list-style-type: none"> <li>- Session 2 – 3 hours: Descriptors of CDC and the whole-school approach</li> <li>- Session 3 – 3 hours: Subject teaching and assessment of CDC</li> <li>- Session 4 – 3 hours: Project-based learning</li> <li>- Session 5 – 3 hours: Student voice / violence / discrimination</li> <li>- Session 6 – 1 hour: Final reflection and plans for future work</li> </ul> <p><b>Learning outcomes</b> After completing the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>- Show a critical understanding of the main concepts on which the RFCDC is based (democracy, human rights, cultural diversity, democratic culture, competence), of the CDC model and of the descriptors of competence and their role in education practice</li> <li>- Identify and analyse meaningful ways the RFCDC can be used for the design, implementation and evaluation of various types of learning activities, as well as for the assessment of learners, as part of a whole-school approach</li> <li>- Plan adapted information or awareness-raising activities focused on or based on the RFCDC</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>o the draft of the basic module will be presented during the EPAN meeting on 15/16 April</li> <li>o finalization of the basic module</li> <li>o piloting of the basic module with participants of all CoE member states</li> <li>o developing of full training course in the second half of 2021</li> <li>o piloting of full training course in 2022</li> <li>o roll out to member states 2022-2024</li> </ul>
<p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• A standardised training format on RFCDC for teachers and teacher trainers</li> <li>• An international trainer pool with a critical understanding of the RFCDC</li> <li>• An international trainer pool able to develop own training activities in their specific national and educational contexts</li> <li>• The possibility to support and monitor Member states’ implementation measures via this network of trainers</li> </ul>
<p><b>Longitudinal dimension of the policy</b></p>	<p>Even though the Working Group was only installed in 2020 several changes were necessary:</p> <p><u>Most important change</u></p> <ul style="list-style-type: none"> <li>• Downsizing of the process – the original idea was to develop and pilot both, a basic module and a full training of trainers course until the end of 2021. The new timeline foresees that only the basic module is developed, piloted and finalized in the course of 2021. The full trainings course will be developed and piloted from autumn 2021 onwards. Only about 40 people will pilot the basic module and not 150 as foreseen at the beginning.</li> <li>• This means that the pool of trainers for the national activities will only become operational in 2022/2023</li> <li>• The rolling out to many member states will take the policy to 2024</li> </ul> <p><u>Reactions to these adaptations:</u></p> <ul style="list-style-type: none"> <li>• Rolf Gollob as one of the CoE’s key experts sees this development rather positive. In his view the first vision was focussing on as many people as possible in as short time as possible. <b>Now the focus switched from quantity to quality and from people who are “forced” to do the course by their countries to people who are interested in the RFCDC.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Katerina Toura as project manager at the education department also sees that it is better for the quality of the process and the product to take more time.</li> </ul>
<b>Dialectical dimension</b>	<p>Until now there were not too many discussions with stakeholders about the WG on training. But it is expected that there will be resistance from some countries to support the activities. The arguments:</p> <ul style="list-style-type: none"> <li>• We are focussing on other competence models and thus do not see the WG on training's activities as priority.</li> <li>• We cannot put pressure on teacher training institutions to include RFCDC trainings in their programme as universities are free to develop their own curriculum.</li> </ul>
<b>Critical aspects in the implementation of the policy</b>	<p>The CoE's policy in the field of education has a <b>non-binding character</b>. Member states, even if they support the RFCDC are not obliged to implement the framework. Moreover, the CoE has neither control nor sanctioning mechanisms to secure, that the framework is used and implemented in line with the philosophy and ethos behind it.</p> <p>But the Council can use its influence on the educational ministries in the member states in order to exercise some „soft pressure“, meaning the constant reminder that something should be done with RFCDC and to create some arenas for information and exchange creating a channel of influence toward the ministries.</p> <p><b>For the Working Group on Training the CoE tried to generate a structural approach that holds member states as accountable as possible by involving the CCDPE.</b></p> <p>According to Katerina Toura not all CoE member states show the same interest in implementing the RFCDC. Andorra, Georgia, Moldova and some Balcan countries are very active. <b>The Nordic countries and the so-called Western block are hesitant.</b> They think that what is in place in their national contexts is already well elaborated and doesn't need amelioration. Some fragmentary actions are done in Greece, Italy, Spain, and Portugal. It will be crucial for the success of the policy to also motivate these countries to take up the offers of the Working Group on Training and thus broaden the geographical scope.</p> <p>In the view of both interview partners the <b>pandemic could lead to more resistance of member states</b>. Even though the pandemic makes more evident the existing gaps and shows both existing and increasing inequality in education, it doesn't seem that democracy in education will be strengthened, the focus is once again on employment and soft skills are not prioritized.</p>
<b>Upscaling potential</b>	<p>There is perhaps no upscaling potential, but the approach could be re-used for other issues when it proves to be successful. And it could very well be adopted and adapted in the member states for their own implementation activities.</p>
<b>Innovative elements in the policy</b>	<ul style="list-style-type: none"> <li>• It is not the first time that the CoE starts comparable initiatives (e.g. they chose a similar approach in the above mentioned DCE project), but to my knowledge it is the first time that they choose such a <b>holistic approach</b>, in which the WG training is only one element.</li> <li>• Another point discussed in the interviews (not innovative, but interesting): For years, professional development focused on the personal needs of the individual teacher. Then the systemic approach gained importance. A discussion developed about the difference between personal wishes and systemic needs. What does the teacher formulate herself and what does the system need? And as is often the case, the conclusion was that there doesn't have to be an "either-or". Someone who has been in the profession for a while and is interested already has an idea of what good teaching is and what good school</li> </ul>

	<p>culture is. This person often only needs a training that transforms <b>unconscious competence into conscious competence</b> or a training that gives new impulses. These teachers and trainers are our allies and the way the WG on training's activities are now organized, they will be the key actors in the process and the multipliers we need for a snowball effect.</p>
<p><b>Challenges addressed</b></p>	<ul style="list-style-type: none"> <li>• Necessity to be a strong voice for citizenship education</li> <li>• How can we create acceptance for a new tool like RFCDC? – encouraging and supporting member states to set initiatives in teacher training</li> <li>• What are we talking about when we say democratic competences? - promoting the common language that RFCDC can give to professionals all over Europe</li> </ul>
<p><b>Any other relevant comments/details or information</b></p>	<ul style="list-style-type: none"> <li>• The activities are still going on and there will probably be more information available on the successful implementation and lessons learnt by the end of the year and in the course of 2022</li> <li>• <b>Maybe it is possible to link some of our activities to the pilot trainings of the working group, members of our group could be nominated as national participants to the trainings or we could offer to link or activities in the second phase with the working group. I could talk to Claudia Lenz who is the coordinator of the working group.</b></li> </ul>
<p><b>References</b></p>	<p><i>These are the references from my first and second report, as I see this text very much building upon my first analysis of the CoE policies.</i></p> <ul style="list-style-type: none"> <li>• Bäckmann, E. and Trafford, B. (2007) <i>Democratic Governance of Schools</i>. Council of Europe Publishers. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804952d0">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804952d0</a> (Accessed 7 December 2020).</li> <li>• Bergan, S. (2014) <i>About the Project Competences for Democratic Culture and Intercultural Dialogue</i>. Available at: <a href="http://www.coe.int/en/web/education/about-the-project-competences-for-democratic-culture-and-intercultural-dialogue">www.coe.int/en/web/education/about-the-project-competences-for-democratic-culture-and-intercultural-dialogue</a> (Accessed 7 December 2020).</li> <li>• Brett, P., Mompoint-Gaillard, P. and Salema, M. H. (2009) <i>How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences</i>. Strasbourg: Council of Europe Publishers. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f726a">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f726a</a> (Accessed 7 December 2020).</li> <li>• CoE (2001) <i>Recommendation Rec (2001)15 of the Committee of Ministers to Member States on History Teaching in Twenty-First-Century Europe</i>. Available at: <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680909e91">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680909e91</a> (Accessed 7 December 2020)</li> <li>• CoE. (2008) <i>White Paper on Intercultural Dialogue "Living Together as Equals in Dignity"</i>. Strasbourg: Committee of Ministers, Council of Europe. Available at: <a href="http://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf">www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf</a> (Accessed 7 December 2020).</li> <li>• CoE. (2010) <i>Charter on Education for Democratic Citizenship and Human Rights Education Recommendation CM/Rec(2010)7</i>. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803034e3">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803034e3</a> (Accessed 7 December 2020).</li> <li>• CoE (2011) <i>Recommendation CM/Rec (2011)6 of the Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching</i>. Available at: <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cc8e1">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805cc8e1</a> (Accessed 7 December 2020)</li> <li>• CoE. (2015) <i>The Fight against Violent Extremism and Radicalisation Leading to Terrorism-Action Plan</i>. 125th Session of the Committee of Ministers, Brussels, 19 May. Available at: <a href="https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c3576">https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c3576</a> (Accessed 7 December 2020).</li> <li>• CoE. (2016) <i>Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies</i>. Available at: <a href="https://rm.coe.int/16806ccc07">https://rm.coe.int/16806ccc07</a> (Accessed 7 December 2020).</li> <li>• CoE. (2017) <i>Reference Framework Competences for Democratic Culture (Vol. 1.–3.)</i>. Available at: <a href="https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c">https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c</a> (Vol. 1) (Accessed 7 December 2020). <a href="https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d">https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d</a> (Vol. 2) (Accessed 7 December 2020). <a href="https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e">https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e</a> (Vol. 3) (Accessed 7 December 2020).</li> <li>• CoE. (2020a) <i>Digital Citizenship Education Handbook</i>. Being a Child in the Age of Technology. Available at: <a href="https://www.coe.int/en/web/digital-citizenship-education/-/being-child-in-the-age-of-technology-digital-citizenship-education-handbook">https://www.coe.int/en/web/digital-citizenship-education/-/being-child-in-the-age-of-technology-digital-citizenship-education-handbook</a> (Accessed 7 December 2020)</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• CoE. (2020b) <i>Digital Citizenship Education Trainer's Pack</i>. Available at: <a href="https://rm.coe.int/digital-citizenship-education-trainers-pack/16809efd12">https://rm.coe.int/digital-citizenship-education-trainers-pack/16809efd12</a> (Accessed 7 December 2020)</li><li>• CoE. (2020c) <i>Terms of Reference RFDC Working Group on Training 2020- 2022</i>. Steering Committee for Education Policy and Practice (CDPPE), 13th Plenary session. Strasbourg, 18 (as from 9 am) – 20 March 2020, Item 4.1.a.</li><li>• Hartley, M. and Huddleston, T. (2010) <i>School: Community – University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States of America</i> Council of Europe. Strasbourg: Council of Europe Publishers. Available at: <a href="https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f7271">https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f7271</a> (Accessed 7 December 2020).</li><li>• Lenz, Claudia/Hladschik, Patricia (2021): The Reference Framework of Competences for Democratic Culture – fostering Citizenship Education and Intercultural Learning as priorities in European educational systems. In: The RFDC in the non formal context. DARE Blue Line Series. Berlin: DARE Network. <a href="http://www.politik-lernen.at/rfcdc_dareblueline">www.politik-lernen.at/rfcdc_dareblueline</a></li></ul> |
|--|--|

<b>European Youth Together</b>	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	OBESSU – Organising Bureau of School Student Unions
<b>Contributor</b>	María Ballesteros Melero
<b>Methodology used to conduct the research</b>	<p>Interviews with different stakeholders that have worked on the initiative:</p> <ul style="list-style-type: none"> <li>- A participant of the learning events and volunteer on one of the projects</li> <li>- A project officer that has worked on 3 different EYT projects on different years and calls</li> <li>- A current beneficiary and coordinator of one of the projects</li> <li>- The responsible Policy Officer for the initiative at the European Youth Forum</li> </ul> <p>Besides, desk research was carried on analysing the main documents referring to the policy: the different calls in the three years, the new Erasmus+ guide, projects' results and other key documents.</p>
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	European Youth Together
<b>Level of implementation</b>	<input checked="" type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiative <input type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify.....</i> )
<b>Country/organisation in which the initiative is/was implemented</b>	Erasmus+ programme countries
<b>Region, city, or area of implementation</b>	Erasmus+ programme countries
<b>Local institution/organisation or other relevant settings</b>	EACEA
<b>Key words</b>	Youth participation, European networks, non-formal education, structured dialogue, volunteering

<p><b>Scope of the initiative</b></p>	<p> <input type="checkbox"/> Teachers’ training policies  <input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers  <input type="checkbox"/> Curricula-related policy  <input type="checkbox"/> WSA- related policy  <input checked="" type="checkbox"/> Partnerships: <i>please specify</i> .....  <input type="checkbox"/> Other.....         </p> <p><b>Short description</b>          European Youth Together is a call for projects within the Erasmus+ programme KA3: support for policy reform to promote active citizenship among young people through European networks and youth organisations. It focuses on empowering young people to take action in their context and to bring together youth and policy makers into a dialogue where youth share their policy recommendations and views on the topics that are relevant to them.</p>
<p><b>Which needs/problems does this initiative address(ed)?</b></p>	<ul style="list-style-type: none"> <li>• The need to support and create European/transnational networks and to foster exchange and network building among young people;</li> <li>• Building on the three axes of competences (knowledge, skills and attitudes) to active citizenship to encourage it, instead of only working on knowledge; to use non-formal and informal learning in formal education settings, especially when it comes to citizenship education;</li> <li>• Provides funding for citizenship education and active citizenship initiatives;</li> <li>• Connects different society actors and stakeholders (youth, policy-makers, NGOs, un-organised youth);</li> </ul>
<p><b>Description of the initiative</b></p>	<p>European Youth Together is a call for projects within the Erasmus+ programme KA3 Support for Policy Reform in a centralised way, that is, is linked to EACEA and not to the national agencies as most Erasmus+ initiatives, putting the focus on European youth networks and their capacities to mobilise youth.</p> <p>That is, the initiative believes that “In their capacity, they [youth] can be powerful ambassadors of the European project and build bridges across the continent, particularly from East and West Europe but also along the North-South line, to inspire others in the way they experience Europe and their European identity” as well as that “They might often be less engaged than older persons in traditional forms of participation such as voting or belonging to a political party, but a majority among them declare interest in politics and have stronger feelings of citizenship towards the EU than older groups. The new Eurobarometer survey on European Youth confirms young people’s interest in more contemporary forms of civic participation: more than half (53 %) of respondents say they have participated in at least one type of organised activity in the last 12 months (+ 4 pp. since 2014), while nearly a third (31 %) of young people in the EU indicate that they have participated in organised voluntary activities in the past 12 months (+ 6 pp. since 2014)”</p>

The scope of the “European Youth Together” actions should build on the experience obtained through the 'New Narrative for Europe' project, the European Youth Goals and Eurobarometer findings on young people's priorities and other youth policy and programme initiatives, aiming to promote young people's participation in European civic life as well as crossborder exchanges and mobility activities. As the European Youth Goals have been drafted by youth in different EU Youth Conferences and structured dialogue cycles, connecting EYT to the Youth Goals means the priorities of the call have been drafted by youth and are the priorities that youth have put forward to the institutions in a participatory process.

Therefore, the priorities change slightly every year, moving to more specific ones and at the same time meeting the highest priorities at the moment of youth across Europe: youth participation and European Parliamentary elections in 2018; new EU Youth Strategy in 2019; sustainability, inclusion and post-Covid19 reaction in 2020. Overarching, the thematic priorities are active citizenship, network-building, European values and European citizenship, democratic participation, democratic resilience and social inclusion related to youth.

Through this call for projects, European, regional, national and local organisations from Erasmus+ programme countries can apply for funds up to 500 000 eur. (to which a 20% co-financing should be calculated) to carry out projects related to the priorities above mentioned.

It targets youth NGOs, public bodies and informal groups of young people, especially those active at grassroots level, which would propose projects involving at least five partners who have the capacity to mobilise young people in partnerships covering different countries and regions within the Erasmus+ Programme Countries. This call for proposals is targeted at activities for youth led by youth, mainstreaming youth policies and youth empowerment throughout the process.

This initiative also focus on: improving the involvement of young people in democratic life, in terms of active citizenship and engagement with decision-makers (empowerment, new skills, involvement of young people in project design, etc.); helping to improve the capacity of the youth sector active at grassroots level to work transnationally with care of inclusiveness, solidarity and sustainability and promoting transnational learning and cooperation between young people and decision makers; upscaling existing best practices and outreach beyond the regular network(s) including making good use of digital means to stay connected under all circumstances even in situations of remoteness, isolation or confinement; disseminating their results in an effective and attractive way among young people involved in youth organisations, so as to pave the way for more systematic partnerships, and also among youngsters who are not affiliated to youth structures or those who come from disadvantaged backgrounds.

Projects can last up to 24 months and emphasizes non-formal and informal learning as learner-centered educational methodologies that foster learner long-term engagement and participatory processes.

<p><b>Evaluation and impact</b></p>	<p><b>Participants' level</b></p> <ul style="list-style-type: none"> <li>- Increase in civic competences (knowledge, skills, attitudes): it has been highlighted by interviewees how this project tackles the three components of a competence and not only knowledge, as opposed to traditional formal education systems. Following a wide variety of non-formal education methods and thanks to the creativity and flexibility this initiative allows, activities under this initiative tend to have a first part of knowledge building in an engaging way, following by skills development (such as critical thinking, public speaking or policy making) to finalise by putting them in practice, promoting positive attitudes and increasing the impact on participants also long-term: for example, doing street actions, talking to policy-makers, working on an own project...</li> <li>- Empowerment to become active citizens.</li> <li>- Capacity to carry out their own projects and citizen mobilisation in the future by focusing on the application of the competences in their daily lives and on the capacity of participants to make a change at different levels.</li> </ul> <p><b>Organisations' level</b></p> <ul style="list-style-type: none"> <li>- Capacity building among the membership, even if it is not an exclusive criterion. It allows to strengthen already existing networks and to further develop by investing in structures that already exist, even if this seems to have changed in the last year results (2020 call).</li> <li>- Strengthening the capacities of civil society organisations at all levels: local, national, regional, European</li> <li>- Dissemination of already existing active citizenship tools and methods among youth, organisations and institutions, as well as development and testing of new, innovative ones.</li> <li>- Partnerships and good practices exchange among organisations with diverse experience, target groups and backgrounds.</li> </ul> <p><b>Reports from former projects under this initiative:</b></p> <ul style="list-style-type: none"> <li>- ACLEV Policy Recommendations: <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/4481b3e1-7211-4ee0-acb4-42d0b50bd95d/ACLEVPolicyRec.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/4481b3e1-7211-4ee0-acb4-42d0b50bd95d/ACLEVPolicyRec.pdf</a></li> <li>- ACLEV project results: <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/07880fff-aca1-426b-92e4-f2d5303ea1b9/ACLEV%20Results.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/07880fff-aca1-426b-92e4-f2d5303ea1b9/ACLEV %20Results.pdf</a></li> <li>- My Europe, My Say project results: <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a1109eae-7c7b-477b-90d7-0988216951cb/Results%20MEMS%20Final.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a1109eae-7c7b-477b-90d7-0988216951cb/Results%20MEMS Final.pdf</a></li> </ul>
<p><b>Longitudinal dimension of the initiative</b></p>	<p>This initiative was first launched in spring 2018 with a broader focus and a connection to the New Narrative for Europe, but on the urgency to mobilise young people for the EP elections that were taking place one year later. The focus was that young people organise different actions with the 2019 campaign focus.</p>

	<p>The following year, 2019, the focus was on the EU Youth Goals and the EU Youth Strategy, which are documents that youth is more familiar with. This set a more concrete guide of 11 topics (the 11 youth goals) that allowed for creativity, even though it was still broad.</p> <p>For the 2020 call on a third consecutive year, the framework of European Youth Together was even more specific, focusing on some youth goals (inclusive societies and sustainable and green Europe), as well as on the effects of COVID-19 on youth and the post-COVID recovery. Following the publication of the results of the 2020 call for proposals, there has been a shift in the priorities, focusing now on grassroots and national organisations and in the creation of new European networks, instead of putting the focus on strengthening already existing European networks and fostering partnerships at different levels.</p> <p>In the future, with the development of the EEA, in education at EU level citizenship education will be one of the main pillars of the area, gathering the experience from the Erasmus+ programme overall and specifically from European Youth Together practices and large scale results. Non-formal education methodologies should therefore be considered in the development of citizenship education at EU level.</p>
<p><b>Dialectical dimension of the initiative</b></p>	<p>The need to have specific policies and support provided to European networks, recognising its work in promoting European and global active citizenship and youth engagement, was a long claim from European youth organisations.</p> <p>Besides, we could think that promoting European citizenship education and youth exchanges is a step towards promoting and achieving the principles of the European Education Area.</p> <p>The first European Youth Together call was launched in 2018 in order to fund and encourage (European) youth organisations to work on mobilising young people towards the European Parliamentary elections 2019, promoting European citizenship education and youth engagement.</p> <p>The year after, the same call was launched again, with a longer duration for implementation, with the main aim to capitalise on the achievements of the mobilisation of European youth towards the election, promoting youth engagement and active citizenship, and connecting it to the European Youth Goals and the EU-Youth Strategy that was starting that same year. This fact was welcomed very positively as the EU Youth Goals have been drafted by young people following the structured dialogue cycle, that is, the priorities of EYT were the priorities of youth consequence of a participatory exercise.</p> <p>For the 2020 call, the focus was on “not leaving anyone behind” and fostering inclusive participation of all young people especially due to the circumstances that the COVID-19 outbreak brought.</p> <p>The results of this call were delayed by 4-5 months, which raised the debate on the relations between civil society organisations and public institutions. These results were published towards the end of March 2020, seeing a change in the focus of the awarded proposals, which created a strong reaction from European youth networks.</p>

	<p>Few days, later, the new Erasmus+ programme guide was made public, confirming the shift of focus to building new European networks instead of strengthening already existing ones. The official reaction of European networks is in process, but unofficially the reactions were negative towards this shift on priorities, as they believe it is more efficient to invest in improving, expanding and strengthening European networks that reach out to millions young people than re-inventing the wheel and aiming at developing new networks in the post-Covid19 scenario.</p>
<p><b>Critical aspects in the implementation of the initiative</b></p>	<p>Due to the COVID-19 outbreak and the corresponding measures that all governments took, the implementation of the policy radically changed. Besides, as these projects were run by civil society organisations in the framework of extra-curricular activities, volunteering and non-formal education, they were not a priority in educational systems. Therefore, despite schools and other formal education institutions opened either in May or in September in most European countries, these activities were usually not allowed to start as they were seen as non-essential. This can lead us to question what is the role of citizenship education, volunteering and the relations of civil society organisations with the education system.</p> <p>On the other hand, the results of the last call have been delayed by the Agency EACEA for around 4-5 months. This leads to several issues for organisations and projects: planning, human resources, activities, etc. Besides, when published, the focus had been shifted from previous years and there was a big geographical imbalance in the beneficiaries, leaving European networks mostly out of the implementation of this initiative as opposing to previous years.</p>
<p><b>Upscaling potential</b></p>	<p>This initiative is already upscaled at EU level.</p>
<p><b>Innovative elements in the initiative</b></p>	<ul style="list-style-type: none"> <li>- Online and blended activities</li> <li>- Agencies learning from Youth NGOs and their practices</li> <li>- Adaptation and open minded to new ideas and exploring different educational activities and methods (hackathons, participatory processes, youth exchanges, street activities, etc.)</li> <li>- Flexibility in changing things (extra activities, changing and adapting activities to the context, added value)</li> <li>- Policy reform: young people and politicians have space to meet, face-to-face approach</li> <li>- Focus on the practical aspect of citizenship education and on putting into practice what has been learned</li> </ul>
<p><b>Challenges addressed</b></p>	<ul style="list-style-type: none"> <li>- Lack of innovation of formal education</li> <li>- Non-formal education as an effective methodology for citizenship education</li> <li>- Cross-sectoral cooperation and the role of civil society and youth organisations in citizenship education; dialogue with policy-makers</li> <li>- Focus on skills and attitudes and the implementation of civic competences rather than only knowledge</li> <li>- Youth empowerment and practicing participation as a way for citizenship education</li> </ul>

<b>References</b>	<p>European Youth Together 2018: <a href="https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-eacea162018_en">https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-eacea162018_en</a></p> <p>European Youth Together 2019: <a href="https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-2019_en">https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-2019_en</a></p> <p>European Youth Together 2020: <a href="https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-2020_en">https://eacea.ec.europa.eu/erasmus-plus/funding/european-youth-together-2020_en</a></p> <p>Erasmus+ programme guide 2021-2027: <a href="https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2021_en">https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2021_en</a></p> <p>European Youth Goals - <a href="https://europa.eu/youth/strategy/european-youth-goals_en">https://europa.eu/youth/strategy/european-youth-goals_en</a></p>
-------------------	---

<b>THEATRE-IN-EDUCATION: 'KREXX'</b>	
<b>Section 1: PARTNER INFORMATION</b>	
<b>Partner</b>	<b>Directorate for Learning and Assessment Programmes (DLAP), Ministry for Education (MFED), Malta</b>
<b>Contributor</b>	<b>Mr John Attard – Education Officer (Drama)</b>
<b>Research methods</b>	We used the teaching and learning of Drama to present different situations to students and at the same time give ample space and opportunities for students to discuss and analyse their understanding of the subject, encourages, and engages in positive criticism and instil creativity. These different projects were aimed at students from 6 to 16 years of age. (different projects, on different topics, for different age groups)
<b>Section 2: CASE STUDY</b>	
<b>Initiative</b>	<b>THEATRE-IN-EDUCATION: 'KREXX'</b>
<b>Level of implementation</b>	<input type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> NGO(s)' initiative <input checked="" type="checkbox"/> Bottom-up <input type="checkbox"/> Other ( <i>please specify.....</i> )
<b>Country in which the initiative is/was implemented</b>	<b>MALTA</b>
<b>Region, city, or area of implementation</b>	The whole country – the Maltese archipelago (Malta and Gozo)
<b>Local institution/organisation or other relevant settings</b>	Compulsory education Years 7-11 (Form 1 to Form 5) covering State Middle and Secondary schools in Malta and Gozo
<b>Key words</b>	Survival, Peace, Govern, Decisions, Anti-bullying, Good Manners, Sea Pollution, Illegal immigrants, Qualities of a good leader, Respect, Democracy, Inclusion, Team, Human Rights, Media, Respect, Voting, Responsibility, Participation

<p><b>Scope of the initiative</b></p>	<p><input type="checkbox"/> Teachers’ training policies</p> <p><input checked="" type="checkbox"/> Policies generically directed to students and citizens which include tools for teachers</p> <p><input checked="" type="checkbox"/> Curricula-related policy</p> <p><input type="checkbox"/> WSA- related policy</p> <p><input type="checkbox"/> Partnerships: <i>please specify</i> .....</p> <p><input type="checkbox"/> Other.....</p> <p><b>Short description</b></p> <p>This project is composed of a play (Drama) that exposes different topics from the society at large and gives time for students to analyse and decide which is the best way. Furthermore, the students themselves try to find the best way out (solution) of a problem with the least negative impacts possible. After the discussion, the audience following the performance needs to decide what should be done and the actors must continue according to the decision taken as if their own.</p>
<p><b>Which needs/problems does this initiative address(ed)?</b></p>	<p>The aim of this initiative is to help students think and reflect about the things that keeps society moving forward. They become aware how being judgemental hinders good decisions. The audience focuses on the good qualities that different people may have and how to use them to the best effect. Keeping everything in its perspective gives a clearer picture.</p>
<p><b>Description of the initiative</b></p>	<p>KREXX (<i>Crash</i>) is a Theatre-in-Education (TIE) Project for students between 11 and 16 years. The focus of the play is <i>SURVIVAL</i> and all decisions taken by students from thereon are based on this aim.</p> <p><b>Plot</b></p> <p>In short, the story of the play is that after a plane crashes in the sea there are five people (businesswoman, priest, lawyer, murderer, and an autistic person) arrive on a very small rock with very little space were to stand bringing one thing each with them and they must survive on the rock until help comes their way. There are many decisions they must take:</p> <ol style="list-style-type: none"> <li>1. What will they do with the things brought with them? Share? Everybody keeps them to himself/herself? Put all things together and these belong to everybody? Barter?</li> <li>2. Decisions must be taken on the rock or else there will be chaos. After each character gives some history about his/her situation students should elect a leader from the five people on the rock. Majority wins.</li> <li>3. Space is very limited on the rock, and while their food storage from the plane comes with the current towards their rock. What should they do? There is no space for the characters should they let it go? Should they keep it? Where should they put it?</li> <li>4. While waiting to be found, they are producing rubbish which they do not need. The rock has very limited space. Throwing things at sea will pollute it. What is to be done?</li> </ol>

5. A body still alive floats near the rock. What should they do? Would knowing the person make a difference in the decision taken? Is there one policy for all?

All these are discussed during the play and decisions have to be taken with the help of the audience. Finally, a helicopter arrives, lowers a rope ladder and they start climbing up.

#### **CHARACTERS**

As mentioned above, there are 5 characters taking part and the ideal thing is that we have a group of teacher-actors who can discuss with students. Besides the five characters there is also the Discussion Controller who mediates the discussion between the audience and between the audience and the actors and even count the votes and pronounce the outcomes of each decision.

#### **IMPLEMENTATION**

Ideally these type of TIE projects work with an audience not more than 100 each time to have space for all to discuss and give their different opinions. The suspension of belief helps the audience to feel important in discussing and deciding what is to be done. They also have to think beyond the usual decisions taken and they themselves after analysing all the factors work their way to a decision. In Malta it takes about one month doing the performance 2 times each day for all students to be reached. This project has been done in different formats: There was the very basic format where the least possible number of props were used and the group visited the different schools and did the project in the schools. But as experience has shown, it is better to have one centre where a good Theatre space with professional lighting and sound could be used, and a set is built. The audience at the Theatre are much more into the experience and it is reflected in the ideas and discussion carried out.

Furthermore, after the play is over, students are given the task of either improvise or write a short script of the reunion of the characters one year after the Crash happened, in remembrance of the adventure they had had together, and think what they would believe that the characters would talk about. This is an important aspect of the implementation because it reflects on the level of in depth understanding of the students and reflect how such an experience is life changing to the characters and even to themselves now that they had time to think and decide about it.

#### **FUNDS**

In our case funds make a lot of difference for renting a proper theatre, work props and set, film editing of the crash and other projections to help in the discussions. Since we are a governmental institution, we have a very limited budget which we try to use in the best ways possible.

#### **POLICIES**

As already mentioned above there are many topics that focus on Citizenship. Students are given also some working pack that they work in their respective schools and classes after discussing more the different topics of the project. It has shown that the discussion started in the Theatre during the TIE, make

	<p>students think and it shows when discussing back in class because they continue dealing mentally with the problems and decisions.</p> <p>What was also noted is that there are many other topics one can add to this TIE with very simple changes e.g. value of money on the rock, who is the most influential the one with money/ Or the one with food and drink? Can recycling be a solution with regards the rubbish produced? What is the position on Capital punishment? Does being a victim or a perpetrator make look at different aspects?</p> <p>As seen from above, the aim of this project is to educate students with and develop citizenship qualities, mainly focussing on:</p> <ul style="list-style-type: none"> <li>• empathy,</li> <li>• collaboration,</li> <li>• positive engagement &amp; dialogue,</li> <li>• social entrepreneurship</li> <li>• democracy and</li> <li>• active participation.</li> </ul>
<b>Evaluation and impact</b>	<p>From the feedback we collect from the students, the feedback by the teachers in schools and the answers we get from the students/audience proves that the project's outcomes reach its aims and its objectives are met. We collect various notes from students to help us change projects to be more focused on their age group.</p>
<b>Longitudinal dimension of the initiative</b>	<p>This project has been in the making for a few years. Throughout its lifecycle, finetuning and updates have been implemented to further expand the components of citizenship education. An example is to include the topic of special needs through Autism to engage and promote 'inclusion'.</p>
<b>Critical aspects in the implementation of the initiative</b>	<p>By encouraging students to discuss, own, develop, decide, and perform, a number of issues cropped up from time to time and which required addressing by teachers. An example is the issue of gender.</p>
<b>Upscaling potential</b>	<p>From the feedback obtained it shows that this project is also good for adults and they can discuss more the topics in question. It was tried once with older adults and it worked nicely, and it was also tried with younger students 8-10 year-olds and it also worked but not on the same level as older students and adults.</p>
<b>Innovative elements in the initiative</b>	<p>The development and progress of the play/performance is established and planned, democratic process involving the main target audience culminating by a voting process.</p> <p>The use of audio/video projections during the performance is a first which made possible the 'parallelism' between the life on the rock and the Maltese real life.</p>
<b>Challenges addressed</b>	<p>Challenges addressed are to make students understand the importance of basic decisions and help them build a frame of mind to think as if in the situation and decide as if their lives depended on it.</p>

<b>Any other relevant comments/details or information</b>	We educators and Education Officer at the Drama Unit conduct a lot of work on Citizenship education and Education for Human Rights. To mention but a few: Anti bullying campaigns, sexual consent, the pitfalls of the internet and its best practices, respecting our heritage and our families, the importance of sharing, etc. These topics and more are presented for students to analyse and think about them before they will have to decide when their life will depend on them.
<b>References</b>	History of the Drama Unit – Malta (1979 to the present day) Learning outcomes framework of Malta - <a href="https://www.schoolslearningoutcomes.edu.mt/en/dashboard">https://www.schoolslearningoutcomes.edu.mt/en/dashboard</a>
<b>Web link</b>	<a href="https://www.facebook.com/DRAMA.UNIT.MALTA">https://www.facebook.com/DRAMA.UNIT.MALTA</a>

## CITIZED project partners

N°	Organisation	Short name	Contact person	Email	Phone	Country
P1	International Institute of Humanitarian Law	IIHL	Gian Luca Beruto Claudio Dondi Edoardo Gimigliano Irene Baraldi	<a href="mailto:luca.beruto@iihl.org">luca.beruto@iihl.org</a> <a href="mailto:claudio.dondi@iihl.org">claudio.dondi@iihl.org</a> <a href="mailto:edoardo.gimigliano@iihl.org">edoardo.gimigliano@iihl.org</a> <a href="mailto:irene.baraldi@iihl.org">irene.baraldi@iihl.org</a>	+39 0184541848	Italy
P2	Fondation des Régions Européennes pour la Recherche, l'Éducation, et la Formation	FREREF	Axel Joder Julie Raouane Liliane Esnault Monica Turrini	<a href="mailto:joderaxel@gmail.com">joderaxel@gmail.com</a> <a href="mailto:julie.raouane@gmail.com">julie.raouane@gmail.com</a> <a href="mailto:liliane.esnault@gmail.com">liliane.esnault@gmail.com</a> <a href="mailto:moniturrini@gmail.com">moniturrini@gmail.com</a>	+33 478556439	Belgium
P3	Ministry for Education and Employment	MEDE	David Degabriele	<a href="mailto:david.degabriele@ilearn.edu.mt">david.degabriele@ilearn.edu.mt</a>	+356 25982722 +356 25982257	Malta
P4	Université Côte d'Azur	UCA	Catherine Blaya	<a href="mailto:catherine.blaya@univ-cotedazur.fr">catherine.blaya@univ-cotedazur.fr</a>	+33 4 89 15 10 40	France
P5	Wiener Forum für Demokratie und Menschenrechte	WFDMR	Patricia Hladschik Nikolai Weber	<a href="mailto:patricia.hladschik@univie.ac.at">patricia.hladschik@univie.ac.at</a> <a href="mailto:nikolai.weber@politik-lernen.at">nikolai.weber@politik-lernen.at</a>	+43 1 353 40 20	Austria
P6	Organising Bureau of European School Student Unions	OBESSU	Dragana Jovanovska Maria Ballesteros Melero	<a href="mailto:dragana@obessu.org">dragana@obessu.org</a> <a href="mailto:maria@obessu.org">maria@obessu.org</a>	+32 28932414 +32 485177205	Belgium
P7	Land der Menschen – AUFEINANDER ZUGEHEN OÖ	LdM	Veronika Fehlinger Catherine Carré-Karlinger	<a href="mailto:office@landdermensen.at">office@landdermensen.at</a> <a href="mailto:cckarlinger@gmail.com">cckarlinger@gmail.com</a> or <a href="mailto:catherine.carre-karlinger@ph-ooe.at">catherine.carre-karlinger@ph-ooe.at</a>	+43 6 646145113	Austria

